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California

State

University

Bakersfield

a campus of the California State University

GENERAL CATALOG 1989 - 1991

State of California

California State University, Bakersfield
Division of Undergraduate Studies

MEMORANDUM

TO : CSUB Faculty

DATE: September 14, 1989

FROM : James H. George, Jr.
Assistant Vice President and
Dean of Undergraduate Studies

SUBJECT: Credit By Examination

The current catalog does not provide a complete statement on CSUB's policy for credit by examination. The complete policy statement is in the Advisor's Handbook and the form that students pick up at the Registrar's Office. The complete statement is found below.

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

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

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

Since students may read the current catalog to learn about the policy, you will want to share this information with concerned students.

JHG:esp

西雅图地区居民研究

... 1922. George H. Morris 1922

most task-based vs. theory-driven approach

zui oindigkje caruso a lie zedurisant odi rikw noleesswaetb vodza
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odi woldien van glibern dore mize

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wali pahwa baliq ed yah mohibet qid. **sincoed has mohibet**
ed beverage of mohibet qid li pah ed lo yah evi3 tuk3
ed wali baliqes abaq ed has beratikahs ed yah mohibet
yukalik ed wali baliq mohibet qid wali to yah tuk3 ed
yah yah dudu ni wali a qanibet yah sinibet. **and**
wali baliqes yahsia evi3 yah dudu wali to baliqes yahsia

Int-1500 of „tibetan on“ to „tibetan“ because this pronunciation
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pronunciation of tibetan tibetan form ,especially when there is a 'ts' before
the vowel of which tibetan to the pronunciation of tibetan

now, rolling out funds must be balanced through the year according to the
anticipated benefit rates of the participants and funds of new life



General Catalog
1989-1991

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

Nothing in this catalog shall be construed, operate as, or have the effect of an abridgement or a limitation of any rights, powers, or 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 1989-1990

FALL QUARTER 1989

September 11	Orientation of new students and REGISTRATION
September 12	Advising and adjustments
September 13	Classes begin
September 20	Last day to ADD CLASSES; last day of LATE REGISTRATION
September 22	Last day for undergraduate and graduate students to apply for FALL 1989 GRADUATION
September 27	Deadline to apply for refundable part of Student Services fees
October 2	MID-QUARTER INTERVENTION PROGRAM (MQIP): Deans distribute MQIP grade sheets to MQIP faculty
October 3	CENSUS DAY
October 3	Last day to change between credit/no-credit and letter grading
October 3	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 9	MQIP faculty return completed grade sheets to school deans
Oct. 25-Nov. 3	ACADEMIC ADVISING and PRE-REGISTRATION period for continuing students
October 31	Last day to withdraw from classes for a serious and compelling reason
November 13-17	SOCI WEEK
November 21	Last day of classes
November 22-24	HOLIDAY—Thanksgiving
November 27	Study/Reading Day
Nov. 28-Dec. 2	Examination Period
December 4	Grades Due

Fall Quarter Break: December 4, 1989—January 3, 1990

WINTER QUARTER 1990

January 4	Orientation of new students and REGISTRATION
January 5	Advising and adjustments
January 8	Classes begin
January 15	HOLIDAY—Martin Luther King Day
January 16	Regular Classes (Falls on a Tuesday; is a TUESDAY schedule)
January 16	Last day to ADD CLASSES; last day of LATE REGISTRATION
January 19	Last day for undergraduate and graduate students to apply for WINTER 1990 GRADUATION
January 22	Deadline to apply for refundable part of Student Services fees
January 29	CENSUS DAY
January 29	Last day to change between credit/no-credit and letter grading
January 29	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 29	MID-QUARTER INTERVENTION PROGRAM (MQIP): Deans distribute MQIP grade sheets to MQIP faculty
February 5	MQIP faculty return completed grade sheets to school deans
February 12-23	ACADEMIC ADVISING and PRE-REGISTRATION period for continuing students
February 19	Washington's Birthday—REGULAR CLASSES SCHEDULED
February 26	Last day to withdraw from classes for a serious and compelling reason
March 12-16	SOCI WEEK
March 19	Last day of classes
March 20	Study/Reading Day
March 21-24	Examination Period
March 26	Grades Due

Spring Quarter Break: March 26—April 1, 1990

SPRING QUARTER 1990

April 2	Orientation of new students and REGISTRATION
April 3	Classes begin
April 10	Last day to ADD CLASSES; last day of LATE REGISTRATION
April 13	Last day for undergraduate and graduate students to apply for JUNE 1990 COMMENCEMENT
April 17	Deadline to apply for refundable part of Student Services fees
April 23	CENSUS DAY
April 23	Last day to change between credit/no-credit and letter grading
April 23	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
April 23	MID-QUARTER INTERVENTION PROGRAM (MQIP): Deans distribute MQIP grade sheets to MQIP faculty
April 30	MQIP faculty return completed grade sheets to school deans
May 14-25	ACADEMIC ADVISING and PRE-REGISTRATION period for continuing students
May 21	Last day to withdraw from classes for a serious and compelling reason
May 28	HOLIDAY—Memorial Day
May 29	Regular Classes (Falls on a Tuesday; is a MONDAY schedule)
June 4-8	SOCI WEEK
June 12	Last day of classes
June 12	Last day for completion of work by Master's Candidates to graduate at June Commencement
Omitted	Study/Reading Day
June 13-16	Examination Period
June 16	Commencement
June 18	Grades Due

SUMMER SESSIONS 1990

First Session:	June 25-August 3
Second Session:	Last day to apply for Summer Session Graduation: June 8 August 6-August 24

PLEASE NOTE: THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR

Academic Calendar 1990-1991

FALL QUARTER 1990

September 10	Orientation of new students and REGISTRATION
September 11	Advising and adjustments
September 12	Classes begin
September 19	Last day to ADD CLASSES; last day of LATE REGISTRATION
September 21	Last day for undergraduate and graduate students to apply for FALL 1990 GRADUATION
September 26	Deadline to apply for refundable part of Student Services fees
October 1	MID-QUARTER INTERVENTION PROGRAM (MQIP): Deans distribute MQIP grade sheets to MQIP faculty
October 2	CENSUS DAY
October 2	Last day to change between credit/no-credit and letter grading
October 2	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
October 8	MQIP faculty return completed grade sheets to school deans
Oct. 22-Nov. 2	ACADEMIC ADVISING and PRE-REGISTRATION period for continuing students
October 30	Last day to withdraw from classes for a serious and compelling reason
November 12	HOLIDAY—Veteran's Day Observed
November 13	Regular Classes (Falls on a Tuesday; is a TUESDAY schedule)
November 13-20	SOCI WEEK
November 21	Last day of classes (Falls on Wednesday; is a MONDAY schedule)
November 22-23	HOLIDAY—Thanksgiving
November 26	Study/Reading Day
Nov. 27-Dec. 1	Examination Period
December 3	Grades Due

Fall Quarter Break: December 3, 1990—January 2, 1991

WINTER QUARTER 1991

January 3	Orientation of new students and REGISTRATION
January 4	Advising and adjustments
January 7	Classes begin
January 14	Last day to ADD CLASSES; last day of LATE REGISTRATION
January 18	Last day for undergraduate and graduate students to apply for WINTER 1991 GRADUATION
January 21	HOLIDAY—Martin Luther King Day
January 22	Regular Classes (Falls on a Tuesday; is a TUESDAY schedule)
January 22	Deadline to apply for refundable part of Student Services fees
January 28	CENSUS DAY
January 28	Last day to change between credit/no-credit and letter grading
January 28	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 28	MID-QUARTER INTERVENTION PROGRAM (MQIP): Deans distribute MQIP grade sheets to MQIP faculty
February 4	MQIP faculty return completed grade sheets to school deans
February 11-22	ACADEMIC ADVISING and PRE-REGISTRATION period for continuing students
February 18	Washington's Birthday—REGULAR CLASSES SCHEDULED
February 25	Last day to withdraw from classes for a serious and compelling reason
March 11-15	SOCI WEEK
March 18	Last day of classes (Falls on a Monday; is a MONDAY schedule)
March 19	Study/Reading Day
March 20-23	Examination Period
March 25	Grades Due

Spring Quarter Break: March 25-31, 1991

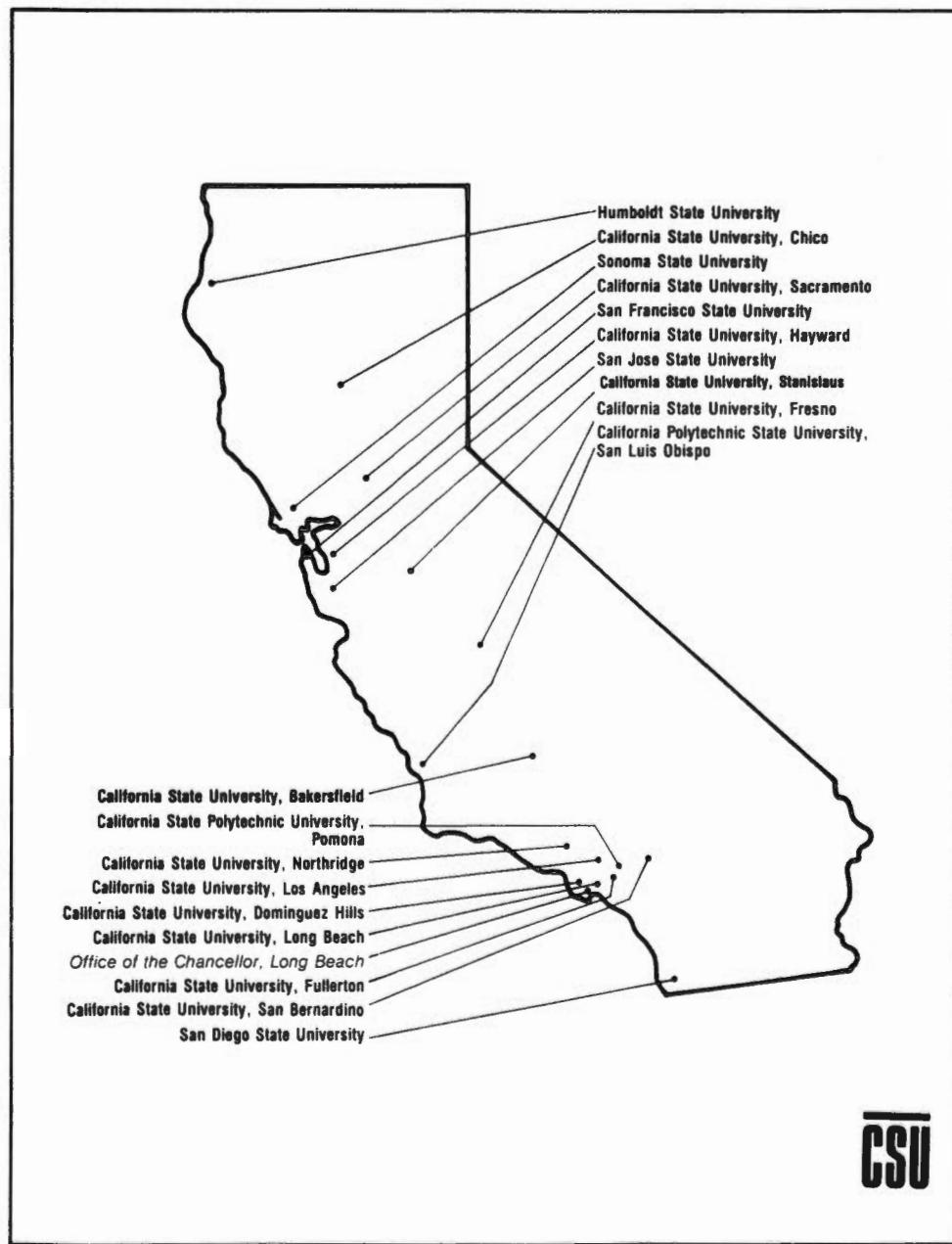
SPRING QUARTER 1991

April 1	Orientation of new students and REGISTRATION
April 2	Classes begin
April 9	Last day to ADD CLASSES; last day of LATE REGISTRATION
April 12	Last day for undergraduate and graduate students to apply for JUNE 1991 COMMENCEMENT
April 16	Deadline to apply for refundable part of Student Services fees
April 22	CENSUS DAY
April 22	Last day to change between credit/no-credit and letter grading
April 22	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
April 22	MID-QUARTER INTERVENTION PROGRAM (MQIP): Deans distribute MQIP grade sheets to MQIP faculty
April 29	MQIP faculty return completed grade sheets to school deans
May 13-24	ACADEMIC ADVISING and PRE-REGISTRATION period for continuing students
May 20	Last day to withdraw from classes for a serious and compelling reason
May 27	HOLIDAY—Memorial Day
May 28	Regular Classes (Falls on a Tuesday; is a MONDAY schedule)
May 28-June 4	SOCI WEEK
June 11	Last day of classes
June 11	Last day for completion of work by Master's Candidates to graduate at June Commencement
Omitted	Study/Reading Day
June 12-15	Examination Period
June 15	Commencement
June 17	Grades Due

SUMMER SESSIONS 1991

First Session:	June 24-August 2
Second Session:	Last day to apply for Summer Session Graduation: June 14 August 5-August 23

PLEASE NOTE: THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR





The California State University

The California State University

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became The California State University and Colleges and in 1982 the system became The California State University. Today, all 20 campuses have the title "university."



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

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

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

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

The CSU offers more than 1,500 bachelor's and master's degree programs in some 200 subject areas. Many of these programs are offered so that students can complete all upper-division and graduate requirements by part-time late afternoon and evening study. In addition, a variety of teaching and school service credential programs

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

System enrollments total approximately 342,000 students, taught by some 19,700 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 one million persons have been graduated from the 19 campuses since 1960.

Campuses—The California State University

California State University, Bakersfield

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Bakersfield, California 93311-1099
Dr. Tomas A. Arciniega, President
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Mr. Timothy S. Vick (1991)

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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 1988/89, including capital outlay and employee compensation increases, is \$1,588,416,000. The total cost of education for CSU, however, is \$1,906,075,325 which provides support for a projected 261,049 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 \$7,302. Of this amount, the average student fee support per FTE is \$1,028. The calculation for this latter amount includes the amount paid by nonresident students.

Source of Funds and Average Costs for 1988/89 CSU Budget (Projected Enrollment: 242,740 FTE)

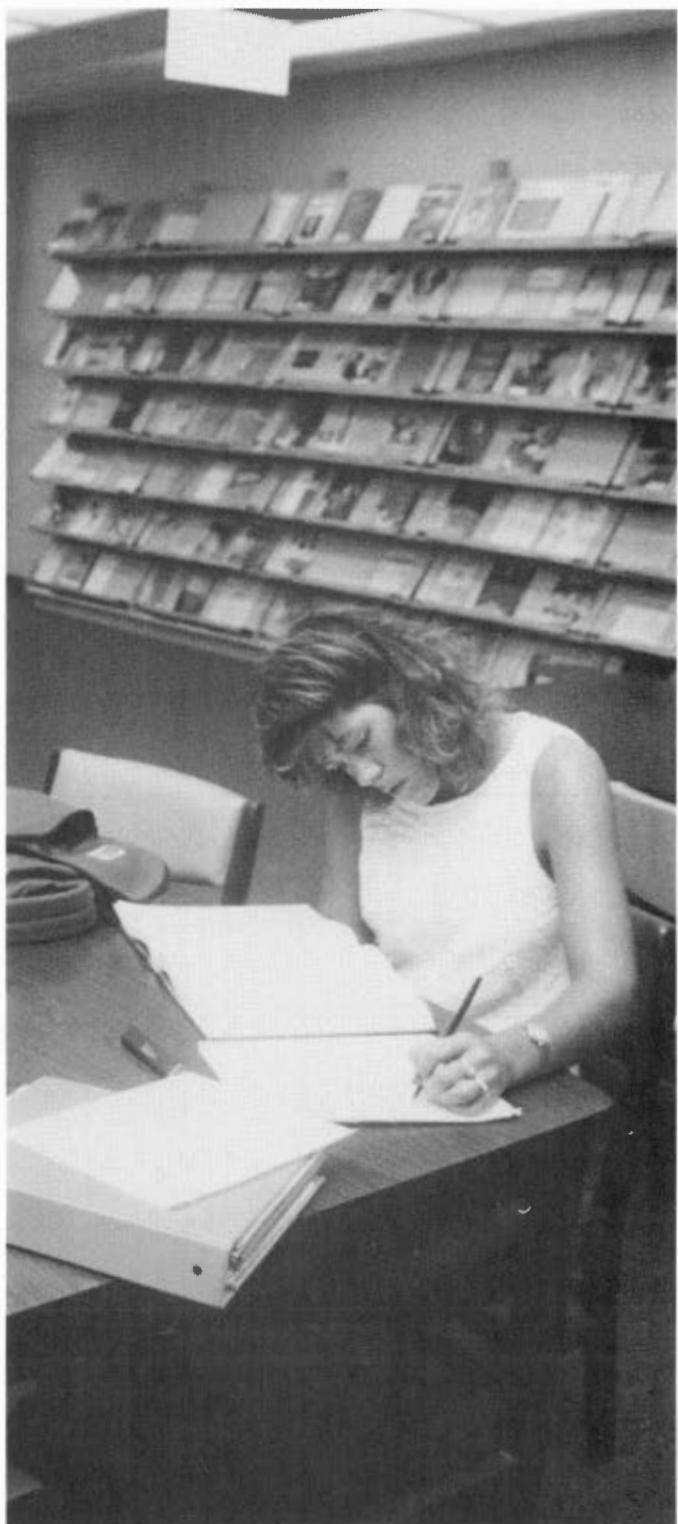
	Amount	Average Cost Per Student (FTE)	Per-cent
Total Cost of Education	\$1,906,075,325 ^b	\$7,302	100.0
—State Appropriation	1,466,139,000 ^c	5,617	77.0
—Student Fee Support	268,290,444	1,028 ^d	14.0
—Support from Other Sources	171,645,881	657	9.0

^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 19 campuses is currently valued at \$5.3 billion, excluding the cost of land.

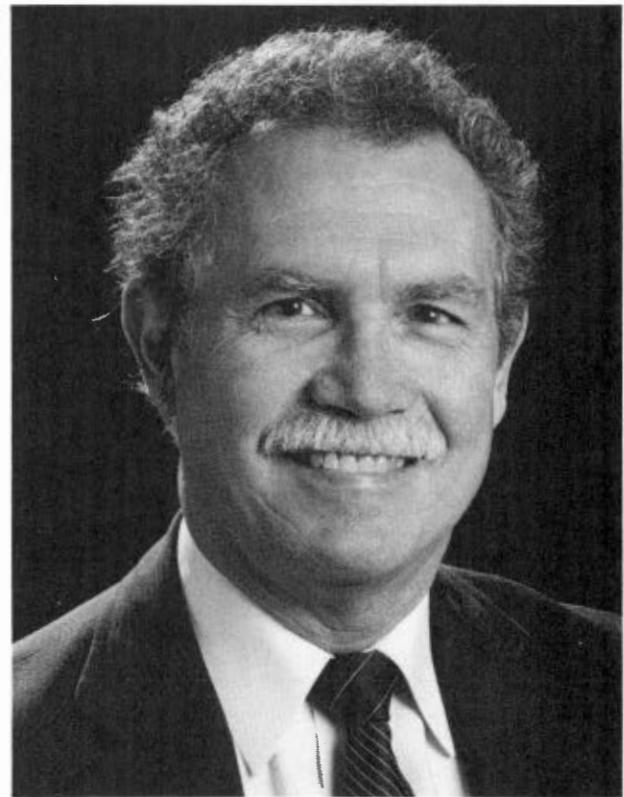
^c This figure does not include the capital outlay appropriation of \$122,277,000.

^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 \$1,028 depending on whether they are part-time, full-time, resident or nonresident students.



Leadership

Letter from the President



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

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

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

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

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

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

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

A handwritten signature in black ink, appearing to read "Tomás A. Arciniega".

Tomás A. Arciniega
President
California State University,
Bakersfield

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California State University Bakersfield Community Boards

Foundation Board of Directors, 1989-90

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Community Involvement

Community involvement and support play an important part in the success of Cal 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.

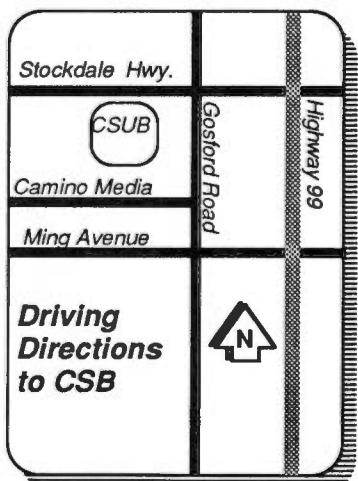
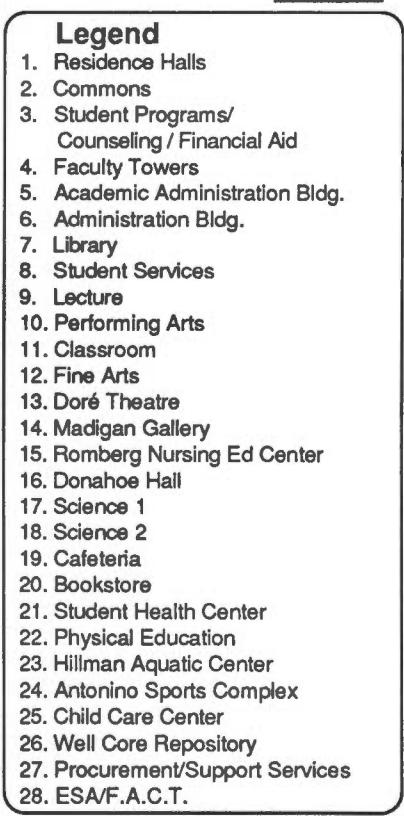
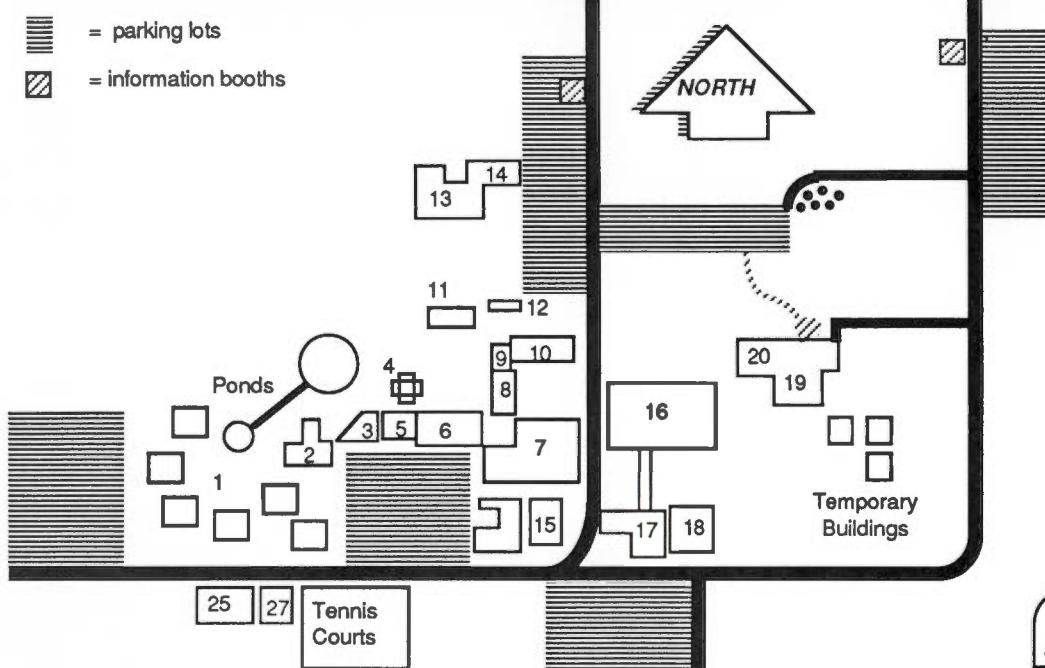
The CSUB Foundation plays an important role in the development of the institution. The Foundation receives and administers private and public gifts and grants, including contributions to student loan and scholarship funds, the library, laboratories, and special collections, as well as research grants and general donations. The Foundation also operates many important services, including the intercollegiate athletic program, University Bookstore, Food Service, and the Alumni Association.

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

The Campus

California State University, Bakersfield - Campus Map

Stockdale Highway



Camino Media

Not to scale

The Campus

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

It was especially fitting that this 19th 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 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

Serving students and faculty as their primary source for information, the library

contains an extensive collection of print and non-print sources to support education and the search for knowledge. The library contains 267,946 volumes, subscribes to 2,613 periodical titles and holds 384,581 pieces of microform.

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

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

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

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

Bookstore

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

The Children's Center

The Children's Center provides day care and a developmental program for children two to five years old. The center

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

ACADEMIC AND RESEARCH CENTERS

Applied Research Center

The Applied Research Center conducts behavioral and organizational research. Its primary interest is practical research in public policy, economic, and social issues within the community. ARC conducts research on business, community, corporate, demographic, educational, environmental, health, social, and technological issues. The center has developed surveys for a variety of studies, such as needs assessments, marketing, planning ventures, and evaluations.

ARC can call upon experienced research scientists, technical experts, and consultants in a wide range of subjects, from demographics and economics to management and marketing, as well as political science and psychology.

The center operates a computerized telephoning polling laboratory, the only one between Los Angeles and San Francisco, and is served by an extensive network of computers, including DEC 11/44 and DEC 11/84 minicomputers, a PRIME 9755 super mini, a local CYBER 170/730, and central CYBER 170/730 and 170/760 mainframes.

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, which houses the Cultural Resources Center, conducts local research, maintains records of sites and artifacts, and makes archaeological assessments.

The area that Cal State Bakersfield serves, spanning the mountains and deserts of eastern Kern County and the vast basin of the southern San Joaquin Valley, is rich in archaeologically significant sites. The center endeavors to identify and record the sites and artifacts found there. It serves as an important resource to developers, planners, and other public agencies.

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.

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

His students say he is tireless in his dedication to teaching and they salute his prodigious talent and knowledge. In addition to classroom duties, he conceived and created the Bakersfield Jazz Festival, recently celebrating its third year, while directing the jazz studies program at Cal State Bakersfield, as well as producing the popular Jazz Coffeehouse and Jazz Jam.

A prolific composer whose works have been performed and recorded by artists such as Chick Corea, Larry Coryell, Eddie Gomez, and Bennie Wallace, he has generously showcased his students' compositions and recorded them on three albums he has produced with CSUB musicians. His students have consistently earned high ratings at jazz festivals throughout the state, including the Pacific Coast Jazz Festival at Berkeley. Bringing jazz luminaries such as Chick Corea, Freddie Hubbard, and Wynton Marsalis to perform on campus, he has tapped a reserve that unbelievers thought simply was not there, a local audience that craved and appreciated jazz.

He is Doug Davis, 39, professor of music and director of the jazz studies program. Davis is, by all accounts, an extraordinarily gifted musician and teacher. He came to CSUB in 1982 to teach composition and to take over the jazz studies program. His journey to Bakersfield began in Tennessee.

The halcyon days of growing up in a rural Tennessee town were shattered by the struggle for civil rights that rocked the early '60's. The memories are vivid for Davis and recollections tumble out spontaneously as he talks about his childhood. Davis watched as his father, a judge, lead black students through cordons of angry whites into the newly desegregated high school.

The turmoil clearly had a profound effect on Davis. Compassion and a keen sense of fair play were derived from those experiences. He attended an all-white elementary school in his hometown of Clinton, outside of Knoxville, but by the time he entered high school, it was integrated—thanks in large part to his father's efforts.

He excelled in high school academics, but his ambition then was not to perform music. He loved art, especially painting, and he converted the family garage into a studio to make a space to create large canvasses. But the siren song of music was to lure him.

He had played the saxophone since elementary school and in junior high school, he performed with a band that played rhythm and blues hits. His first attempts at composition came during a high school production of "Rebel Without a Cause." He expressed the opinion the production needed music and was invited to write it. "That's when the idea of composition came to me."

He continued his musical efforts at summer music camp sponsored by the University of Tennessee. He began writing his first symphony while he was still in high school and when he completed it in his first year in college, it was performed by the Knoxville Symphony Orchestra.

Although his mother was a concert pianist, Davis had not studied piano when he was growing up. So when he had to audition for the music department at the University of Tennessee, Davis 'faked out' the faculty playing Schumann's "Fantasiestucke," Opus 12, a piece he had heard his mother play. He practiced and practiced until he mastered it.

"I was in a hurry, a big hurry. I had to find out—fast—if this was for me." Impatience to get on with life marked that period. In his first year, he concentrated on composition and the piano; he practiced four to six hours a day. He married during his sophomore year and became a father by his junior year. (Younger Doug, 20, is a student at CSUB.) At the University of Tennessee, he met Bennie Wallace, a musician who would become friend and collaborator. He managed to graduate in two-and-a-half years—with highest honors—while playing after-hours gigs in clubs around Knoxville.

A fellowship to Harvard and an opportunity to study with composer Leon Kirchner lured him to Cambridge. Harvard had never awarded a doctorate in composition when Davis arrived. Undaunted by that record, Davis became the third to earn a Ph.D. in composition at Harvard. By a remarkable coincidence, the first degree was awarded to Jack Behrens, who taught at CSUB in the early '70's.

What does it take to be a composer? Composition begins, says Davis, with a "fascination with pure sound." He recalls that his first experience of the power of music came when he heard a recording of a Bartok violin concerto. "I heard it and thought, That's music." Davis describes his attraction to jazz as fortuitous. He was simply interested in playing his own tunes, his own music. "I was improvising," he says—and jazz was the logical outcome.

At Harvard, he met the 'the only music teacher in my life,' Earl Kim. A student of Arnold Schoenberg at UCLA, Kim taught analysis at Harvard and Davis studied with him all four years he was at Cambridge. "He [Kim] could sit on incredibly long silences. He would perform a piece and turn to me and say, 'What do you think?'"

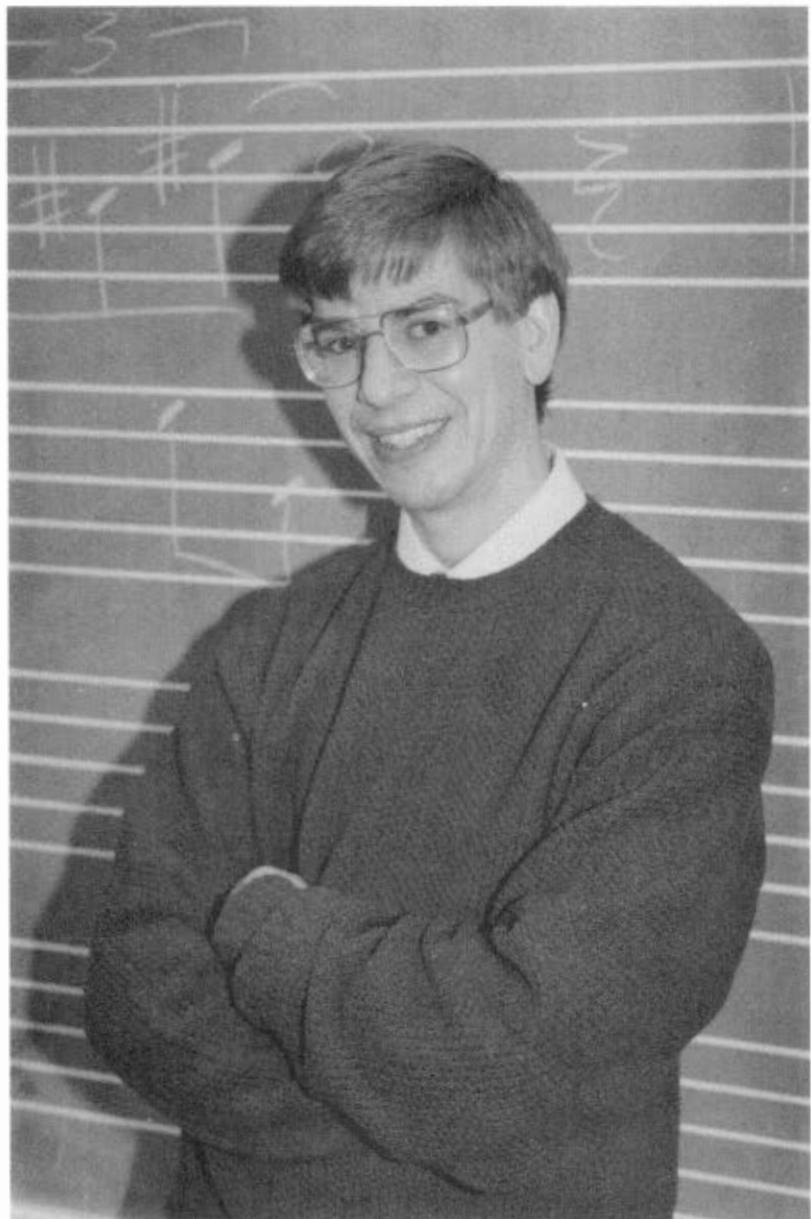
The Socratic method sparked the creative and intellectual processes in Davis. He admits at first it was discomfiting, but it was probably the disequilibrium that provoked the response, a remarkable period of creativity and activity for Davis. During his final year at Harvard he won a fellowship which allowed him to tour Europe. He wrote and performed in Paris, he played gigs at the Danish and Berlin jazz festivals.

As much as he admired the Zen-like intellectual discipline and the pregnant silence of his mentor, Davis admits his own style contrasts. "I'm a real mother hen. I worry over my students. I've had theory students who have attended every office hour of the term. They get effectively personal tutoring for the course."

But, if that is what it takes, then that is what Davis delivers. His students unanimously praise his concern, compassion, and patience. His knowledge of music is prodigious and he prepares meticulously for lectures. Questions are treated with respect and answered with exhaustive thoroughness.

Davis sums up his thoughts about teaching. "Helping students gain insight from their perceptions and confidence in their abilities, imagination and creativity is the great pleasure of being a teacher. I'm always aware that the students are placing their trust in me as a teacher, and I want my students to feel that they have a personal pact with me to accomplish the goal of the course. If there is one element of my teaching in which I take pride, it is the fact that my students know that I am willing to travel the distance needed to assure their success."

DOUG DAVIS



When anthropologist Philip Silverman first began studying the aged around the world, he was something of an anomaly. He first became aware of the critical role played by elders while doing field work in an African society, the Lozi of Zambia. Gerontology, the study of the aged and aging, was a field mostly populated by medical specialists, psychologists, and a handful of sociologists. His anthropological approach to the study of growing old was unique. But, the comparative multi-cultural approach has proven to be a rich source—and the field has grown in the two decades since the Cornell-educated anthropologist first began his studies.

"How did I get started? With a colleague, I had a grant to do a cross cultural study of the role of the aged in a variety of cultures around the world. We used what is called a 'holocultural' approach, examining a sample of 186 societies—mostly non-Western—worldwide to draw some generalizations.

"First, we tried to see if there were some universal aspects of the role of the aged that could be studied cross-culturally. We developed a scale, called a 'deference' index, to measure esteem and dignity. Then, we looked at different aspects of role behavior, for example, how the elderly are involved in conveying information useful to the society. Would the elderly be sought as 'teachers,' as 'consultants,' as 'experts,' as 'story tellers,' or 'leaders of ritual'?"

Silverman discovered that the kind and diversity of information the elderly were communicating, the more likely they were held in esteem within their society. In modern societies, where education is institutionalized and mass media are so dominant, the role of the elderly is often diminished. However, in more isolated and less technologically advanced societies, their role—as teacher, historian, culture-bearer—remains important.

Aside from technological development, other factors were shown to be related to the importance of the elderly role. Social rigidity, he discovered, tends to increase the role of the elderly. Regardless of their complexity, societies that create barriers between people, whether ethnic, religious, or linguistic in nature, rely more heavily upon the older members to define what is important in a pluralistic society. As bearers of culture and tradition, they play an important role in preserving and passing on the cultural legacy.

"Although the role of the elderly is found in all societies, there is a tremendous range of treatment, from contempt to veneration. In our own diverse society, particularly in certain Asian and Latino sub-cultures, where many live in extended families, the elderly are held in greater esteem than among Anglo-Americans, where they more often live alone and are isolated. The extended family is very important to the survival of the elderly, because it provides many care takers."

He has also studied gerontocide, the killing or abandonment of the elderly, and, not surprisingly, has found it is more prevalent in societies where the elderly do not have an extended family support system. "Gerontocide has been frequently and widely practiced, for example, in European societies, before Christianity, and more recently in Eskimo society, where the elderly 'dispatch' themselves." He relates the account of an elderly woman who was found 'abandoned' in the Kalahari desert. She refused efforts to rescue her, because she understood that she was a burden to her tribal

society and it was her obligation to die. The elderly in Western industrial societies face similar hard dilemmas in choosing costly life-extending treatment.

"Gerontology is an interdisciplinary approach to the study of aging, including contributions of sociologists, psychologists, and biologists. What has led to the increasing interest in gerontology is the growth of the aged population. There has been a [demographic] revolution in the 20th century, beginning in the 1930's, with increases in the number and proportion of the aged in the general population. Even what we mean by 'elderly' is being redefined. During the early 1900's, life expectancy was 48 years—whereas, in the 1980's, it is 75 years. The fastest growing age cohort is the group 85 years and older! We don't have the societal structures to deal with that."

The aging of the population has had its most dramatic impact on women in their 50's and 60's, says Silverman. They are called the 'sandwich' generation; they find themselves caught between two generations, both depending upon them for care and nurture. They must take care of their elderly parents and, very often, they also provide refuge and nurture for their grown children in marital crisis and requiring care for their children.

Serious challenges loom ahead for baby boomers, says Silverman, those born from 1946 to 1964. Presently, 12 percent of the population is over 65, but when the baby boomers reach 65, they will account for well over 20 percent of the population. "It will place a tremendous burden on social security, the health care system, long term care facilities, and home care and support programs, to name a few issues. We will have to find a way for elderly to continue working—beyond what is now considered retirement age."

Silverman says, "We will move from a society that is child- and adolescent-focused to one that is adult-centered. The political system will have to respond, but institutional changes will occur very slowly. Entertainment and leisure time activities will change from youth-oriented to adult-oriented."

Since 1971 when he came to CSUB, Silverman has seen the dramatic changes that growth has brought to the young campus. He describes three distinct stages. "At first, we were very euphoric, we had big plans; at the second stage, there was a period of stagnation, we lost faculty and student growth stalled; then, third, that trend was reversed, and we entered a growth phase. There has been renewed excitement and better morale and it has been much more exciting."

"The major change has been increasing diversity. Greater diversity makes it more interesting. The most remarkable trend has been the increasing numbers of reentry students." Silverman brings his anthropologist's perspective and gerontologist's appreciation to bear upon the emerging older student population. "Without exception, they provide the most stimulating classroom discussions. They tend to be our most capable, most motivated, and most disciplined students. We have a 70 year old woman majoring in anthropology!"

PHIL SILVERMAN



For students enrolling in the Counseling Program in the School of Education, a journey of self-discovery is ahead. In her 15 years at Cal State Bakersfield, Kathleen Ritter has guided them along the path, providing both insight and support in what is often a painful and painstaking process. "For many, the [learning] process has been truly a life-changing experience," she says. But, difficult as the journey may be, students find it ultimately rewarding. And, perhaps, the greatest reward is the ability to help others through their struggles.

Dr. Ritter came to CSUB in 1974. The Counseling Program was still young, having been recently developed by George Hibbard, now Dean of Student Services; Richard Swank, associate dean; and Donald Bridgman, professor emeritus of education. The trio had brought together the elements of a counselor education program which would become a highly successful training model under Dr. Ritter's tutelage as coordinator.

Dr. Ritter earned her bachelor's degree at the University of Utah, intending to teach high school social studies. As an undergraduate, she took an introductory course in counseling as an elective. "People have always come to me with their problems and I thought maybe I needed some training."

After teaching high school social studies for two years, she won a fellowship to pursue graduate study in history. However, it was 1966—still a few years before the breakthroughs that the women's liberation movement was to make—and she was expecting her first child. When the department learned of her pregnancy, she was 'invited' to withdraw from the program, since it was considered 'too strenuous' for her delicate condition.

That proved to be the turning point. If the history department did not want her, she would find a department that did. The interest that she had developed in counseling during her undergraduate studies was ripe for development. She enrolled in the graduate counseling program, intending to return to the classroom as well as do clinical work. When she completed her master's degree, she was invited to teach classes. She continued to teach while earning her doctorate at the University of New Mexico.

Group process is one of her primary counseling interests. As she puts it, "I like the energy, the aliveness, in a group. I like the process of sparking interest and bringing people to life. What interests me about a group is how people can energize each other if that spark is set in motion."

The study of group process is a relatively new academic discipline, beginning in the 1940's and '50's. In fact, says Dr. Ritter, seminal studies in group process were published as recently as 1954. Hence, it was a comparatively new field of study when Ms. Ritter was in graduate school and it was an exciting period to study group process.

"We set up our CSUB curriculum so that one of our goals is to help individuals find their own source of energy. The self-discovery begins with the journaling process—to bring individuals closer to their own feelings and what's real to them. Through the entire course of study, we help them put a 'cognitive map' on their own 'lived' experience. We try to create a climate for connecting and bonding between our

students and we try to establish conditions that will help them to become counselors who are able to connect deeply with others.

"Our students come from many backgrounds. Many are left-brain learners. We immediately immerse them in experience. We don't ask them to understand at first. What in fact the experience does is create a need to know."

"Counselor education, like group process, is about community building. When we first meet as a group, we are trying to mesh a bunch of individuals and individual systems and rules about how we operate. We compare and contrast all those different individual rules that are brought together in a group."

"The commonality among our students is a spirit of helpfulness, a desire to serve others, and a feeling of compassion for people who are suffering, struggling. We build upon that, we work with empathy and role reversal, teach them 'to walk in the other's moccasins.' "

She says that many students are 'wounded healers,' the term used to describe those who have suffered life crises of their own and now wish to help others facing similar traumas. It is from their own experiences that both compassion and counsel are drawn. "Many of our students are wounded healers; they come to us out of their own woundedness. I believe very strongly that growth comes out of our own pain."

She often talks about individuals 'telling their stories.' That 'story-telling' is an important part of the self-discovery and the group process. In the group process, people 'hear other people's stories' and they in turn learn how to help others tell their own stories. Learning the skills to help others tell their story is a crucial part of counselor training.

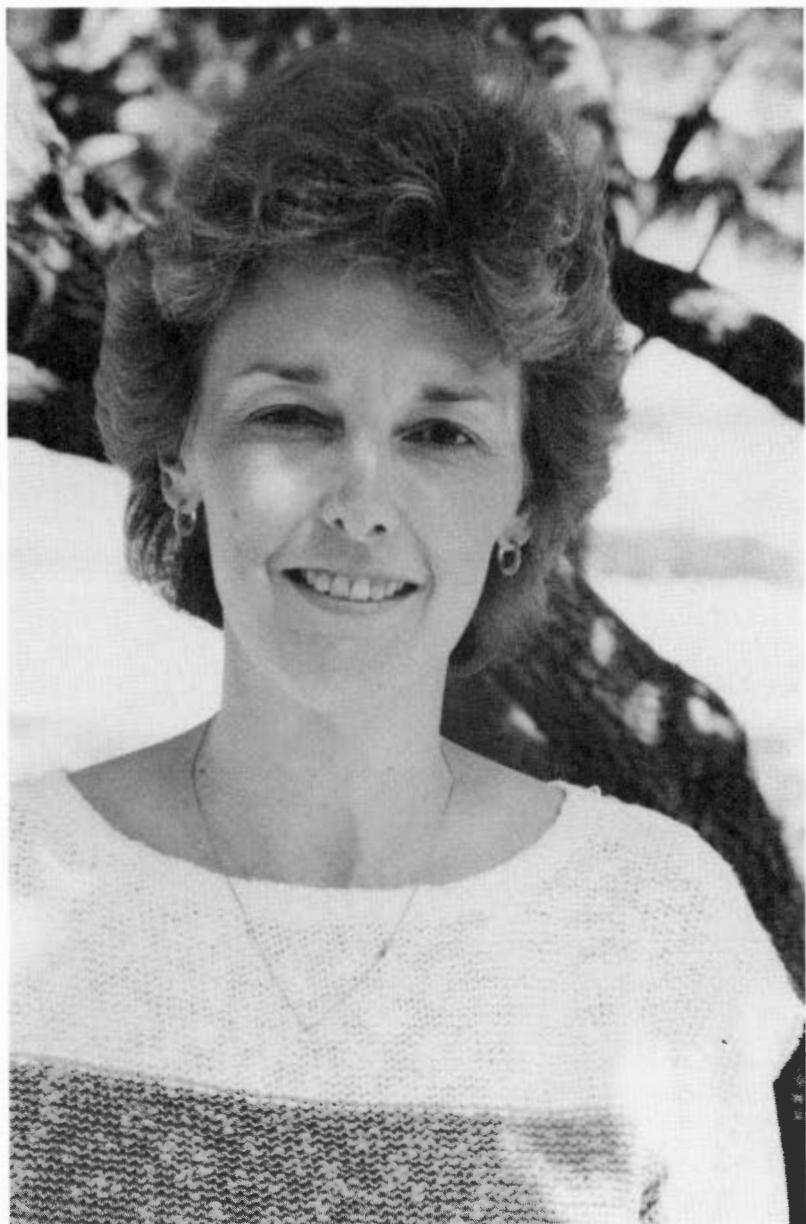
In practicum and technique classes, those designed to give them first-hand experience and to apply what they have learned in classes and from textbooks, students learn in a variety of ways, including simulation and role-taking. For example, in cross cultural studies, they are asked to enter a culture as an outsider and to join that culture. That means overcoming prejudices and suspicions, learning the behavior and the rules and, most important, learning what it all means to those who belong.

Recently, Dr. Ritter helped to establish the CSUB Counseling and Human Services Clinic, a training clinic that offers counseling services to the community. Under close supervision, advanced graduate students gain clinical experience in a wide variety of counseling settings, from family communications to parenting concerns, from career counseling to stress management. The clinical experience is important to the counselor's training and licensing requires completion of 3,000 hours of supervised clinical work for marriage and family counselors.

"I'm truly proud of our alumni. They're employed in virtually every [counseling] setting. Many employers seek out CSUB counseling graduates." Dr. Ritter estimates there are approximately 400 to 500 CSUB counseling graduates and many are working in the Bakersfield community.

She was chosen by the Alumni Association as outstanding professor. Her students clearly respect her, but more significant, they befriend her—perhaps not so surprising in a relationship that obviously is more than professional, but often becomes deeply personal.

KATHY RITTER



"Education is liberation," says Steven Arvizu, Dean of Graduate Studies and Research. "Education is the means to gain knowledge and to apply that knowledge in meaningful ways. It empowers us and allows us to gain more control over our environment. The academy is a resource island for people to discover, to learn, to share, and to create."

Arvizu grew up in Arvin, a small farming community southeast of Bakersfield. He attended Haven Drive elementary and Mountain View junior high schools and graduated from Arvin High School. He continued his education at Bakersfield College and the Fresno State College Bakersfield Center and he earned his doctorate at Stanford University.

He always wanted to be a teacher and when he graduated, he headed for the classroom. His experiences as a classroom teacher became vivid lessons in how children learn and especially, how children from different cultures and speaking different languages learn. He was especially interested in language acquisition and culturally-based learning problems. He was ardently interested in people, their language, history, and culture, in short, their identity. He says his interest in teaching stems from his interest in people and how they develop that identity.

In Bakersfield and Sacramento area public schools where he taught, he encountered a veritable United Nations, an international community in which his students spoke more than 60 different languages. He experimented with teaching strategies which he had developed. He struggled with the challenges of teaching a culturally and linguistically diverse community of students, from low-income white students to migrant Hispanic students to immigrant Vietnamese and Pacific Island students.

In his graduate studies, he discovered anthropology. The study of educational anthropology enabled him to bring together all the different paths of academic interest which he had been pursuing, including language acquisition, socialization, enculturation, and cross-cultural learning. The anthropological approach to the study of how people learn provided him with interdisciplinary tools—including linguistics, ethnology (comparative study of people) and ethnography (qualitative field techniques)—for solving the problems he was interested in.

"I'm interested in how learning occurs in different cultural settings," says Arvizu. "Anthropologists have discovered that there are more than 200 modes in which people learn and teach and transmit knowledge. Educational anthropologists can help engineer effective learning strategies for people from different cultures."

Arvizu has devoted more than a decade working with educators in the Pacific Basin, in Micronesia and Polynesia, providing training and technical assistance. He worked with refugees from the Marshall Islands, who were displaced by nuclear testing conducted by the United States. He cites with pride that the dozen or so educators he trained have since become educational leaders within their Island nations.

One of Arvizu's major interests is to develop a global perspective for the curriculum. It grows out of his concern as an anthropologist that people from different cultures understand and respect one another.

"The challenge for me is, how do administrators and leaders in institutions of higher education facilitate the development of a more global perspective within our intellectual community, including students, faculty and staff?" says Arvizu. Toward that end he is leading an effort to internationalize the curriculum and to develop educational programs with an international perspective for elementary and high schools.

"Anthropology is the discipline that organizes my concern for human understanding and for problem-solving involving people," says Arvizu. "I became an administrator out of my frustration with the academic bureaucracy."

"Administrators have a critical role in the educational process—to facilitate that journey toward liberation. But, academic leadership is more than mere acquisition of administrative skills. The important issue for educational leaders is to learn how to nurture and cultivate that learning environment in a collegial fashion. That is the major challenge facing educational administrators—balancing a visionary academic leadership and the bureaucratic requirements—and keeping it all collegial."

Arvizu is attending the Management Development Program at Harvard University this summer. The program is designed for middle level administrators at colleges and universities. He is disarmingly candid and open about his own need to learn how to become a stronger leader. He hopes to gain skills and learn strategies to help him become a more effective manager and leader.

"Our university is going through an interesting stage of development, from a small undergraduate college to a mid-size comprehensive university. I'm interested in what universities are going to be in ten or twenty years—and what I can do, as an academic leader, to facilitate that growth."

Arvizu believes that the university can make important contributions to the growth and development of the community. He says that an investment in Cal State Bakersfield is an investment in the whole community. "I feel that I am in a place where I'm needed, where I can make a difference. I feel that our university has a role—to make a difference."

As an example of the difference the university can make he cites the Career Beginnings program, which was started about four years ago as an effort to stem the tide of high school dropouts. The program matches adult mentors with high school juniors who demonstrate potential but who also pose a high risk of dropping out before graduating. Nearly 400 students have participated in the program, with astounding success. All have graduated from high school and many are attending college.

"At last Commencement, I saw people walk across the stage who I went to school with and some were children of people I went to school with—and I've seen what impact that has had on their families. And, you know, that impact increases geometrically. If just one member of the family goes to college, it enhances the whole family."

STEVE ARVIZU



"I really like Cal State Bakersfield," says Linda Tello, a junior majoring in biology. "It's a small campus and you're able to meet a lot of people. Also, because it's a small campus that's constantly growing, it's really exciting when things start happening on campus." Linda cites the recently completed university gymnasium. "It's kind of neat going to the first basketball game in the new gymnasium, to know we're the first to see a game on campus."

"Because it is small, if you have trouble in a course, you're able to talk to an instructor. At a bigger university, you can't really see the instructor, because you have 500 students in the class, and it's harder to get a hold of him. You get a TA [teaching assistant] and it's not the same."

Education was encouraged in Linda's home. The daughter of Mexican immigrants who came to the U.S. in the late 1950's, she and her two brothers were raised in the small farming community of Delano, about thirty-five miles north of Bakersfield. As generations of immigrants before them, her parents sought to provide better opportunities for their children, especially opportunities for higher education. Going to college has been on Linda's mind for a long time.

"Ever since I was in junior high school, I've focused on going to college. My parents work in the fields—well, my dad works in the fields and my mother is a sales lady. They always told us that since we are in America and it's the land of opportunity, we should achieve more than they could. I remember many talks [with them], telling us kids about how it was when they were growing up. Work was the most important thing for our parents—and school was a luxury." Linda says that many of her classmates might have considered school a waste of time, but her parents always encouraged their children to go to school and get a good education. "They didn't want us to go into the fields and work, they wanted us to get something out of life."

"I went to Bakersfield College for my first two years and transferred here in 1986. While I was at BC, I got all my general education requirements out of the way. I didn't know what I wanted to major in. When I got out of high school, [I thought] I wanted to major in business administration." But, she soon discovered that she did not really find business courses fulfilling.

"I took a science course to satisfy one of the general education requirements. I took a chemistry class, because it had a lab. One thing led to another," Linda says. When she transferred to CSUB, she took several biology classes and after two quarters, she claimed biology as her major. "I really like the biology department here."

"I should be graduating this spring. I'm going to take a year off and, hopefully, get some experience in a hospital. I want to work for a year and then apply to medical school—at UCLA or UC San Francisco or San Diego."

Linda plans to specialize in ophthalmology, the treatment of the eye and eye diseases. "I want to go back to Delano to practice, because they don't have an ophthalmologist. Every time I go home, I drive by the hospital and, you know, I see all these obstetricians and other family practitioners, but there is no ophthalmologist."

She credits her grandparents with her determination to become an ophthalmologist. "My grandparents were having problems with their eyes and they came to Bakersfield and were sent to Los Angeles to have some kind of cataract operation. In Delano we have a lot of senior citizens and a lot of them have to travel long distances to get help—and some of them simply can't. Most of these operations are relatively simple, but they're important, because eyesight is important."

"Last summer I went to the Harvard Health Professions Program," Linda continues. "It was really neat. It was [designed] for people who were definite pre-meds. As part of this program we were placed in the community with a doctor in whatever area we are planning on specializing in. Then, on Sundays we had seminars on how to prepare for medical school and the MCAT [the standard medical school admission test]."

Linda is active in the student organization, Minorities in the Advancement of Health Professions, which seeks to encourage students who are interested in pursuing a career in the health professions. MAHP brings guest speakers in the medical field, arranges field trips, and assists students in preparing for the medical school admissions test.

Even with the demands that her studies place upon her, Linda is active in student government and extracurricular activities. "I'm involved with Associated Students and I serve on two committees." The internal affairs committee is concerned with administrative and organizational issues within the ASI and the external affairs committee tackles campus-wide student-oriented issues, such as providing student ID's and more bicycle racks.

Recently elected president of ASI, Linda is looking forward to overseeing the design and construction of the long-awaited student union, which will become the focus of student life on campus. As she says, it is exciting to be part of a growing university.

LINDA TELLO



When Fidel Agbor decided to come to study in the United States, he found the perfect place for himself at Cal State Bakersfield. The Cameroon native says, "First, [I knew] I wanted to study in the U.S. and a friend went to one of the campuses [in the CSU system.] I contacted her and I learned CSUB offered courses in geology.

"I had written to three universities. CSUB was the first to respond to me. The geology [program] caught my interest. I took into consideration the way it is situated in a nice location where oil production is around. I saw the oilfields and that it was a nice place to study, because while I'm studying I can do some practical work.

"I'm working on a geophysics project with [geology professor Robert] Negrini. He's doing an experiment which involves measuring the magnetism of samples of soil from the field. He goes out to the field and gets some samples, brings them in, puts them in small cups, and we calibrate the samples, and then we run [the findings] through the computer where the results come out. It's basically calibrating of samples that I do."

Fidel enjoys a wide range of extracurricular activities as well. He is president of the International Students Club, and belongs to the Intervarsity Christian Fellowship, he plays on the soccer team, and he is often invited to speak to classes about his native land, located on the coast of West Africa comprising an area about the size of Texas.

"I was giving a speech to an anthropology class called 'People of the World.' I talked about my country, my society, and then there was about thirty minutes to ask questions. It was very interesting. They were mostly asking about the relationship between men and women and how society doesn't permit equality between men and women. The students were asking me if I realized women don't have a say in decision-making in the family and men don't treat them as they treat other men. The husband takes care of the family and children. The husband takes care of the safety of the home, he is a traditional ruler. He provides for the family. There is some [inequality] in that situation, in which one person has all the say and power. As they say, there cannot be two captains on a ship.

When he speaks to classes, Fidel tries to draw a real picture of life in an emerging Third World country and to give his fellow students a sense of what that means. Modernization has brought dramatic changes, not only in the economic and industrial life of the country, but in the social and cultural life—and that has brought many problems. Fidel says that social upheaval has accompanied modernization; for example, divorce, once unheard of, is becoming more common.

"Cameroon is different from the U.S. in many other ways. There, peer pressure seems to accomplish more in the way of motivating people, especially teenagers to conform. The society tries to motivate teenagers to do right. If they see someone trying to stray from what they are supposed to do, they try to put him on the right track.

"In our country, the society pushes you to go to school. If you aren't doing what you're supposed to be doing, they tend to back away from you which induces you to go to school or to do the right thing. If your friend is smoking pot, you will disengage yourself from him and everyone around will try to

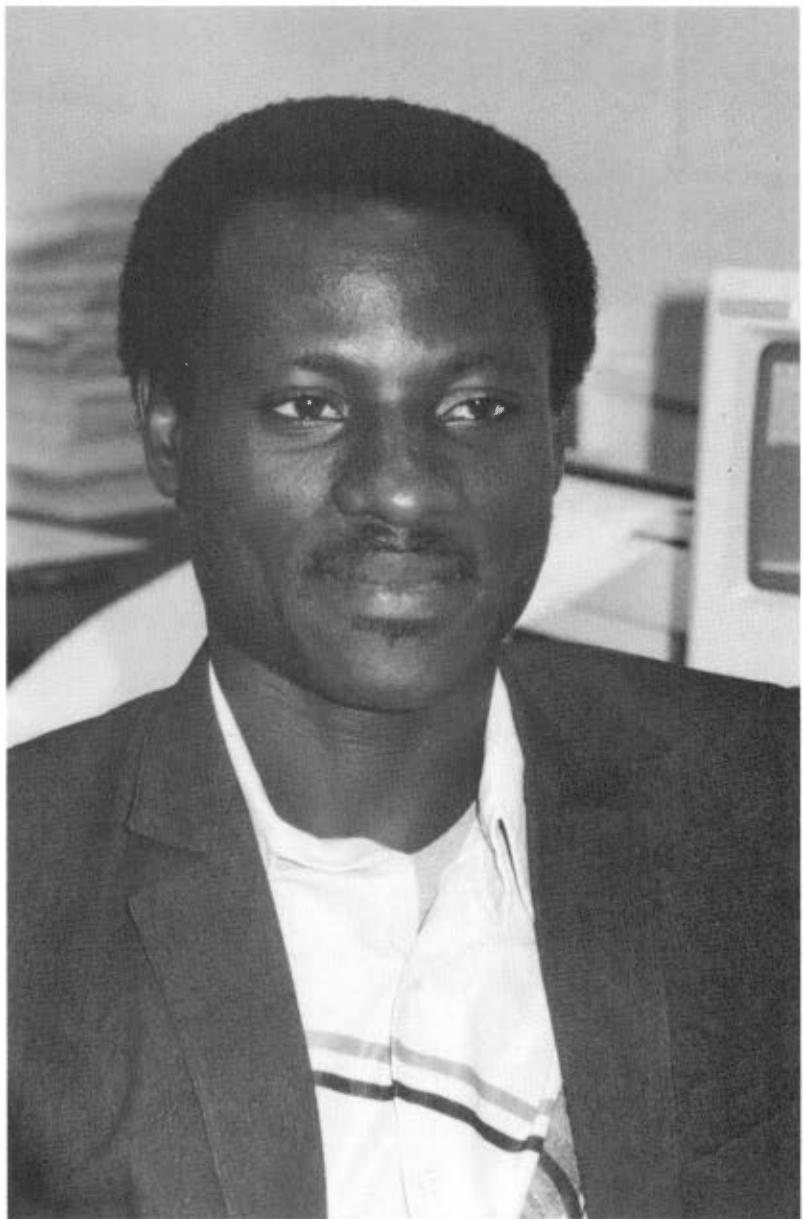
help. You see your friends going to school. You don't want to be left behind. If your friends see you are not going to school, they shun you. They laugh at you and the only way to fight back is to go to school.

Fidel is one of twelve children and he is the oldest son. "I'm the first son of my family, and in my country, we feel educated people gain more and since I want to be a successful person, I decided to go to college." It is personally important to Fidel to be educated, because as he says, "I don't want to grow up in a society where I'd be last in the decision-making. I want to gain some knowledge."

One of the best things he found at CSUB is "the instructors take personal responsibility to make sure the students are successful and that's a motivating factor. The classes are smaller and the instructors can take more time with you. In some of the other schools I've seen, you don't find instructors spending time one-on-one with the students. In some of my classes, I've been able to sit and talk to the instructors about the problems I'm having and that shows their interest in us."

As he talks about the enormous demands made upon foreign students coming to the U.S., he says, "My main worry was in trying to settle myself here, to try to get to know other people in the community. It didn't take me too long, I made friends and they helped in showing me around. The other students help you become comfortable here. I enjoy the friendship of the community, all the other students." Fidel says, "It's not only the instructors who are helpful, but our students take an interest in others and they try to be helpful."

FIDEL AGBOR



At an age when most people are looking forward to retirement, Trudy Unger, 54, re-entered college. "I had been a teaching assistant and I felt I couldn't do what I wanted to do. I have a lot of creative ideas but I can't implement them without a degree," she says.

Unger's background and education in the field is extensive. She got her teaching license that allowed her to teach in New York City at age 19 and continued her studies at Hunter College in Manhattan after high school. She attended three and a half years part-time while teaching full-time and earned over 200 credits but not a degree. "At that time you could teach with only the equivalent of a degree, but California requires a credential," Unger says.

"I had gone to a meeting for bi-lingual teacher aides at Cal State Bakersfield and there I met Dr. Rudolfo Chavez. He encouraged me to go back to school. Three years later I pulled my resources together and decided to go for it," Unger says with a refreshing enthusiasm.

"A whole three years later on line for registration Dr. Chavez saw me, recognized me, gave me a big hug and said 'You came back!'"

When Unger first came to Bakersfield many years ago there was no university and although she took extension classes through UC Santa Barbara it was not possible to earn her degree. She continued as a teaching assistant and substitute teacher in Kern and Los Angeles counties.

"The necessity of having to make my own living prompted me to go back full-time," and despite a visual handicap, she says, she is looking forward to completing her studies and going on to teach.

"People shouldn't hesitate to go back to school because of any physical or mental impairments," Unger says. "There are wonderful support services here at the university. There are tutoring services, readers, special testing accommodations and counselors available free of charge. There are disability seminars, free use of tape recorders for taping lectures and an Apollo (check) magnifier in the library which not only enlarges texts but allows dyslexics to see upside down and backwards."

Unger specializes in special education and second language students. "I have 18 graduate credits in special education and have been specially trained in diagnosing learning disabilities. I got into it because there was a need that was not being fulfilled," she says.

"Research has now proven that neurological cells can reproduce. A partnership between education and science has indicated that we can improve on many of the facilities we formerly thought could not be restored.

"In the past many bright people have been reduced to nonproducing human beings because of their disabilities," Unger says. She hopes to prevent this from happening in today's schools.

In New York, Unger was trained in bi-lingual education. The need was there, she says, due to the large Puerto Rican population. "Since English is my second language I understand the frustration of children who are forced to speak

one language at home and another at school and who think in the grammatical patterns of their mother language."

Unger was three years old when she arrived in New York City from Germany and was raised in a German speaking home.

"I enjoy teaching in inner city schools because of my own upbringing. I can relate to the patterns and home lives of inner city kids and I understand the troubles and difficulties they face."

Rather than commute, Unger opted to live in CSUB's residence halls when she returned to college. "I've found the experience very enlightening because I've learned what young people are thinking and I've met students from all over the world. I've also been able to use the dorms as a socio-laboratory for my sociology class."

Unger interviewed about 15 students on videotape for a class project concerning the values they learned from their parents and how their preconceived notions about people from other backgrounds had changed since living in the residence halls. "I was concentrating on how people adjust to living in a multi-racial environment."

As a result of the study Unger learned a lot about her fellow students. "I learned that the girls here are very serious about their education and are much more intent on finishing their schooling than those who I first went to college with in the 60s. Overall, both sexes are very serious about their education. They put school before their social lives and, as opposed to in the 60s, business, math and the sciences are popular options for girls. When I went to school the options were pretty much limited to teaching and nursing and business, math and engineering degrees were discouraged."

Going back to college, Unger says, has allowed her to rekindle her interests in everything. "I've not only re-entered college, I've re-entered my life," Unger says, her zeal shining through once more. "What's more fun about being back is being surrounded by the culture going on all the time. You can see the San Francisco Opera, Shakespeare, jazz concerts and student productions cheaply and you have the option to participate as well. There are museum trips to L.A. and sporting events too."

"The advantage of living in the dorms is that there's usually someone around to form a study group with. And there are other re-entry students too. I thought I'd be the only one on the block but to my amazement I found there were others as daring and adventurous as I was."

Unger is excited about all she's learned. "I learned that I could write and I'm improving my writing and communicating skills. I've even entered the computer age. I thought I could never learn how to work a computer."

Unger advises those considering re-entering college to take advantage of all the support systems available to them. "The Academic Advancement Center offers math and writing anxiety courses and there's even a Re-entry Rap workshop. Get to know people and form study groups. Clean your life of all extraneous things like TV and open your mind to new experiences. Have fun and just go for it."

TRUDY UNGER



Dean Walker made his first home movie when he was in junior high school. The 18-year-old Cal State Bakersfield freshman is remarkably focused: he has known since those early cinematic efforts he made when he was 12 and 13 years old that he wants to make films. He was executive producer of his high school video yearbook. He graduated in the top ten of his class at West High School and was admitted at USC, UC Santa Cruz, and San Francisco State.

But, Cal State Bakersfield appealed to Dean because it was inexpensive and close to home and it offered a special program for gifted students such as he. Thanks to an exceptionally strong high school record, Dean was invited to join the Personalized Honors Program when he was admitted to CSUB.

At West, Dean played football, soccer, and baseball, and he practiced martial arts. But, his primary interest, the avocation to which he has dedicated countless hours for the past 15 years, is skating. Having started rollerskating when he was three years old, at a time when most kids are just learning to walk, Dean has developed freestyle skating, or artistic skating, as his specialty.

With the dedication of an aspiring Olympian, he practices at least four hours every day, seven days a week year round. "There are no days off for a competitive skater," he explains. There are competitions approximately every two weeks, so it is a grueling schedule that makes mental as well as physical demands. The hard work does pay off though. Last year, he placed third at the junior national championships in Lincoln, Nebraska.

He brings the same mental and physical discipline required in competitive sports to bear on his classroom studies, in which he maintains a 3.94 GPA. Of his honors classes, he says, "They require more work, more is expected of the students, but we get to work with the best teachers. They are very open-minded, they are very accepting, and they welcome original thinking. That's the difference between regular classes and the honors classes. [The honors classes] stimulate original thinking."

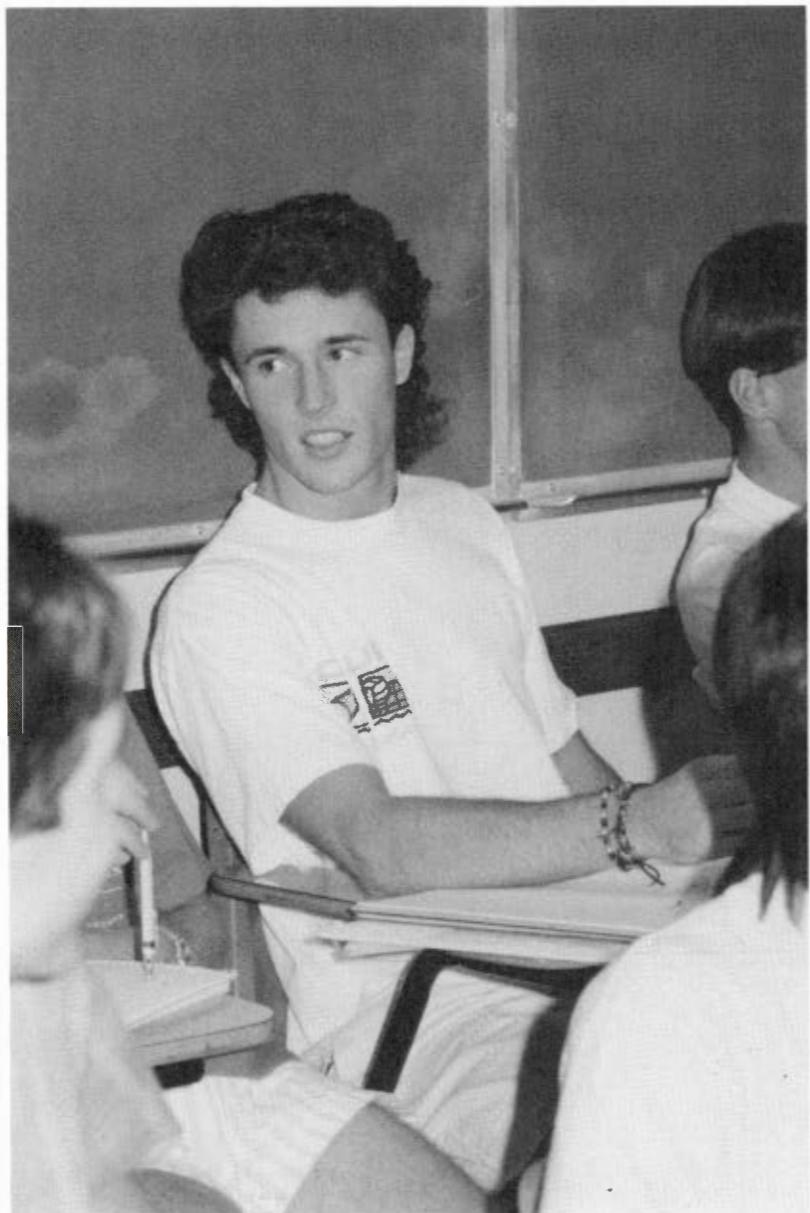
The Personalized Honors Program which Dean participates in gives talented students a chance to grow and mature intellectually. The program gives them an opportunity to stretch and take risks, to explore the full range of their potential. Each year the Honors Council, comprised of three faculty members and the undergraduate dean, determine the program which the new class of honors students will take. The program consists of six seminars, taken one each during the first two years. Students who elect to take part in the program sign on for two years. They must take all six seminars—which fulfill the general education requirements for graduation—in English and humanities, mathematics, natural science, social science, and fine arts.

According to Dean, who has completed seminars in statistics, Shakespeare, and religious studies, the seminars require more reading, more writing, and more intensive classroom discussion than regular classes ordinarily do, but he thinks they are worth the extra effort. Furthermore, since they take all six seminars together, students in the honors program have an opportunity to get to know one another well and form lasting friendships.

Dean plans to transfer eventually to California Institute of the Arts in Valencia to study film directing. He learned about the film program at Cal Arts from Michael Flachmann, who taught the Shakespeare seminar and who chairs the Honors Council. Flachmann was a visiting professor at Cal Arts last year.

To better understand what actors must do and thus to be a better director, Dean plans to enroll in acting classes at CSUB. He does not feel any anxiety about that; his competitive skating experiences stand him in good stead. "I figure if I can get up in front of audiences of 2,000 and skate and fall flat on my face, I shouldn't be shy about getting up in front of a class to act."

DEAN WALKER



Information

Admissions Procedures and Policies

Requirements for admission to California State University, Bakersfield are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Administrative Code. 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 Admission 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 Administrative Code).

Application Filing Periods

Terms in 1989-90	Applications First Accepted	Filing Period Duration	Student Notification Begins
Summer Qtr. 1989	Feb. 1, 1989	Each campus accepts applications until capacities are reached.	March 1989
Fall Sem. or Qtr. 1989	Nov. 1, 1988	Many campuses limit undergraduate admissions in any enrollment category because of overall enrollment limits. If applying after the initial filing period, consult the campus admissions office for current information.	Dec. 1988
Winter Qtr. 1990	June 1, 1989		July 1989
Spring Sem. or Qtr. 1990	Aug. 1, 1989		Sept. 1989

Application Acknowledgment

Students may expect to receive an acknowledgment of an application from their first choice campus within two to four 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 considering 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 to be impacted when more applications are received in the first month of the filing period than the spaces available. Some programs are impacted at every campus where they are offered; others are impacted at some campuses but not all. 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.

Students must file their application for admission to an impacted program during the first month of the filing period. Further, 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, 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 (see "Honor Courses"). CSU may offer early, provisional admission based on work completed through the junior year of high school and planned for the senior year.

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 674 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 the test requirement. 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.

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

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	8	410	2.48	18	820
2.98	8	420	2.47	18	830
2.97	8	430	2.46	19	840
2.96	9	440	2.45	19	840
2.95	9	440	2.44	19	850
2.94	9	450	2.43	19	860
2.93	9	460	2.42	19	870
2.92	9	470	2.41	20	880
2.91	10	480	2.40	20	880
2.90	10	480	2.39	20	890
2.89	10	490	2.38	20	900
2.88	10	500	2.37	20	910
2.87	10	510	2.36	21	920
2.86	11	520	2.35	21	920
2.85	11	520	2.34	21	930
2.84	11	530	2.33	21	940
2.83	11	540	2.32	21	950
2.82	11	550	2.31	22	960
2.81	12	560	2.30	22	960
2.80	12	560	2.29	22	970
2.79	12	570	2.28	22	980
2.78	12	580	2.27	22	990
2.77	12	590	2.26	23	1000
2.76	13	600	2.25	23	1000
2.75	13	600	2.24	23	1010
2.74	13	610	2.23	23	1020
2.73	13	620	2.22	23	1030
2.72	13	630	2.21	24	1040
2.71	14	640	2.20	24	1040
2.70	14	640	2.19	24	1050
2.69	14	650	2.18	24	1060
2.68	14	660	2.17	24	1070
2.67	14	670	2.16	25	1080
2.66	15	680	2.15	25	1080
2.65	15	680	2.14	25	1090
2.64	15	690	2.13	25	1100
2.63	15	700	2.12	25	1110
2.62	15	710	2.11	26	1120
2.61	16	720	2.10	26	1120
2.60	16	720	2.09	26	1130
2.59	16	730	2.08	26	1140
2.58	16	740	2.07	26	1150
2.57	16	750	2.06	27	1160
2.56	17	760	2.05	27	1160
2.55	17	760	2.04	27	1170
2.54	17	770	2.03	27	1180
2.53	17	780	2.02	27	1190
2.52	17	790	2.01	28	1200
2.51	18	800	2.00	28	1200
2.50	18	800			
2.49	18	810			

Below 2.00 does not qualify for regular admission

First-time Freshman Applicants (Nonresident) Applicants who are neither residents for tuition purposes nor graduates of a California high school need a minimum eligibility index of 3402 (SAT) or 822 (ACT).

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. "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 (subject to waiver for applicants demonstrating equivalent competence).

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

Electives, 3 years: 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; D, 1 point; and none for F grades.

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 1989-Summer 1991: at least 12 of the required 15 units, including at least 3 of the units required in English and 2 of the units required in mathematics.

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.

Waiver of Foreign Language Subject Requirement The foreign language subject requirement may be waived for 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 (3.75 GPA or higher) of high school students by issuing an early admissions commitment to such applicants conditional upon the earning of the high school diploma or its equivalent. Details about the Early Admission Program may be obtained from the 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 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. a. Eligible as a freshman at the time of high school graduation and in continuous attendance in an accredited college since high school graduation, or
2. b. 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.

3. 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:

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).

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.

* 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.

TOEFL Undergraduate Requirement

All undergraduate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who have not attended for at least three years of school at the secondary level or above where English is the principal language of instruction must 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 one of four categories:

- Postbaccalaureate Unclassified—Students will qualify for admission as an unclassified postbaccalaureate student if they (1) hold an acceptable bachelor's degree from a regionally accredited institution or have equivalent preparation as determined by the campus; (2) have a grade point average of at least 2.50 in their last 60 semester (90 quarter) units; and (3) are in good standing at the last college attended. In unusual circumstances, a campus may make exceptions to these criteria.
If eligible in postbaccalaureate unclassified standing, a student may qualify for:
- Postbaccalaureate Classified standing to enroll in a credential or certificate program provided the additional professional, personal, scholastic, and other standards, including qualifying examinations, are satisfied as the campus may prescribe; or
- Graduate Conditionally Classified standing to enroll in a graduate degree curriculum if in the opinion of appropriate campus authority the student can remedy any deficiencies by additional preparation; or
- Graduate Classified standing to enroll in a graduate degree curriculum if the professional, personal, scholastic, and other standards, including qualifying examinations, are satisfied as the campus may prescribe.

Admission to Teaching Credential Programs

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

INTERNATIONAL (FOREIGN) STUDENTS POSTBACCALAUREATE AND GRADUATE ADMISSION REQUIREMENTS

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

Bachelor of Arts or Bachelor of Science degree from a recognized college or university; 2.50 GPA for all college work; 2.75 GPA in last two years of college work; TOEFL score of 550; and Graduate Management Aptitude Test score of 450 or Graduate Record Exam score of 960, and be in good standing at last college attended. (SEE 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 work must submit scores from either the Scholastic Aptitude Test of the College Board (SAT) or the American College Test Program (ACT). At San Luis Obispo, test scores are required of all transfer applicants. The student may obtain registration forms and the dates for either test from high school or college counselors or from a campus Testing Office. Or, the student may write to:

The College Board (SAT)
Registration Unit, Box 592
Princeton, New Jersey 08541

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

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 satisfactory 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;
- a score of 600 or above on the College Board Achievement Test in English Composition with essay; or
- completion of an acceptable college course in English composition of four quarter or three semester units with a grade of C or better

Failure to take the English Placement Test at the earliest opportunity after admission may lead to administrative probation which, according to Section 41300.1 of Title 5,

* 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.

California Administrative Code, and CSU Executive Order 393, may lead to disqualification from further attendance. The results of the EPT will not affect admissions eligibility but will be used to identify students who need special help in reading and writing in order to do college-level work.

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

What Happens to Those Who Do Not Take the EPT

Students who have not taken the EPT and are not exempt from the requirement will not be allowed to register for English 100 or 110. Further, such students will not be allowed to complete their registration in the University until they have made arrangements to take the EPT during their first quarter of enrollment and will not be allowed to register for a subsequent quarter until they have taken the EPT. A list of the dates on which the EPT will be offered is available from 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 530 or above on the mathematics section of the Scholastic Aptitude Test (SAT-Math);
- a score of 23 or above on the ACT Mathematics Test;
- a score of 520 or above on the College Board Math Achievement Test, Level 1;
- a score of 540 or above on the College Board Math Achievement Test, Level 2; or
- completion of a college course that satisfies the General Education-Breadth Requirement in Quantitative Reasoning, provided it is at the level of intermediate algebra or above with a grade of C or better.*

Failure to take 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 Administrative Code, and CSU Executive Order 393, may lead to disqualification from future attendance.

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, are required 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.

Requirement and Use of Social Security Number

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

Limitation of Enrollment

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

which are at capacity, such notification cannot be guaranteed.

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

Concurrent Enrollment Within CSU Students enrolled in any California State University campus may enroll concurrently at another CSU campus if they have completed twelve units at the home campus with a 2.0 grade point average and are in good standing. Concurrent enrollment is approved for a specific term, subject to space availability and registration priority policies at the host campus. Because of overlap in academic terms of campuses on semester and quarter calendars, concurrent enrollment is subject to combinations and conditions described in the concurrent enrollment application forms available from the 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 Administrative Code, 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 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
FallSeptember 20	FallSeptember 20
WinterJanuary 5	WinterJanuary 5
SpringApril 1	(Stanislaus Only)January 5
SummerJuly 1	SpringJanuary 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. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year. The exception, once attained, is not affected by retirement or transfer of the military person outside the state.
5. Military personnel in active service stationed in California on the residence determination date for purposes other

than education at state-supported institutions of higher education. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year.

6. Certain credentialed, full-time employees of California school districts.
7. Full-time State University employees and their children and spouses; State employees assigned to work outside the State and their children and spouses. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for one year.
8. Certain exchange students.
9. Children of deceased public law enforcement or fire suppression employees, who were California residents, and who were killed in the course of law enforcement or fire suppression duties.

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

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

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

Preregistration (Academic Advising)

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

Mail-In Registration

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

Add/Drop

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

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

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

Transcripts

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

A fee of \$4.00 for single transcripts issued must be received before the record can be forwarded. A fee of \$2.00 is charged for each additional transcript request at the same time. Transcripts from other institutions which have been presented for admission or evaluation become a part of the student's permanent academic file and are not returned nor copied for distribution. Students desiring transcripts covering work attempted elsewhere should request them from the institutions concerned. No transcript can be issued until all accounts with the 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 $\frac{2}{3}$ of those students voting. The Student Body Fee was established at California State University, Bakersfield by student referendum on October 10, 1977. The same fee can be abolished by a similar $\frac{2}{3}$ approval of students voting on a referendum called for by a petition signed by 10% of the regularly enrolled students (Education Code, Section 89300). The level of the fee is set by the Chancellor. An increase in the student body fee may be approved by the Chancellor only following a referendum on the fee increase approved by a majority of the students voting. Student body fees support a variety of cultural and recreational programs, child care centers, and special student support programs.

Schedule of Fees, 1989-1990 *

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

State University Fee Quarter
(0-6.0 units) \$136.00
(6.1 or more units) \$236.00

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 \$126.00

Special Session

Standard course fee per summer quarter unit \$ 58.00

* 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 \$21.00
WINTER QUARTER \$20.00
SPRING QUARTER \$20.00

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) \$ 1.00
Application Fee (non-transferable and non-refundable) 55.00
Late Registration Fee (non-refundable) 25.00

Graduation Fee	20.00
Graduation Re-application Fee	10.00
Evaluation Fee for Credential Candidates	10.00
Check Returned from Bank for any Cause	10.00
Transcript of Record	4.00
Failure to meet administratively required appointment or time limit	2.00
Replacement of equipment or materials lost or damaged	Cost + 1.00
Challenge of Course by Examination	2.00
Extension Courses (per quarter unit)	
Lecture and Discussion Courses	55.00
External Degree (per quarter unit)	Varies with Program
Parking Fees:	
Non-reserved spaces, autos	
Regular students, per quarter	36.00
Six-week session or period	21.60
Four-week session or period	14.40
Two-wheeled, self-propelled vehicles	
licensed by State Department of Motor Vehicles, per quarter	25% of above
Parking meter (per day)	1.50
Locker usage fee	10.50
Resident Hall fee (per academic year)	(approx., \$3,500 subject to change)
Field Trip Fee	** See Class Schedule

CREDIT CARDS

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

Estimated Costs Per Quarter It is estimated that commuter students will pay from \$150 for books and from \$186 to \$290 for fees, plus parking costs, each quarter. On-campus housing costs which include room and board in the new residence facilities will be approximately \$1150 each quarter. Students who live in off-campus private housing should allow \$1,925 each quarter for room and board. Tuition for non-residents of California is paid in addition to the above costs.

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

** 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.

referred by the business office, will review the pertinent information, including information the student may wish to present, and will advise the student of its conclusions with respect to the debt.

Refund of Fees

Details concerning fees which may be refunded, the circumstances under which fees may be refunded, and the appropriate procedure to be followed in seeking refunds may be obtained by consulting Section 41803 (parking fees), 41913 (nonresident tuition), 42019 (housing charges), and 41802 (all other fees) of Title 5, *California Administrative Code*. In all cases it is important to act quickly in applying for a refund. Information concerning any aspect of the refund of fees may be obtained from the 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 Student Health Service; the Children's Center; and the Educational Support Services (responsible for Academic Advancement Center, Educational Opportunity Program, Outreach Services, and Student Affirmative Action).

ADMISSIONS AND RECORDS

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

Office of Admissions Is responsible for admitting freshman, transfer and graduate students into the University. The office processes over 4,000 applications a year, provides pre-admission advising to prospective students, adults, and veterans seeking admissions into the undergraduate, graduate and credential programs of the 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 in addition to processing academic advising and registration three times a year, provides mail-in registration, works closely with faculty, school deans, and Extended Studies Division in keeping records and posting grades of students enrolled in their programs. They also process academic renewals, credit/no credit, auditing, grade changes, transcript requests and class withdrawals for both undergraduate and graduate students. Students enrolled in the University should check with this

office for holds on grades, forwarding of transcripts and adding or dropping classes.

Evaluations The Evaluations Office is responsible for providing evaluations of transfer credit for students admitted and enrolled in the 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 80 colleges and universities in the United States and the Virgin Islands in providing admissions and registration support to students enrolled in the National Student Exchange Program. Students enrolled at California State University, Bakersfield who are interested in participating in the program should contact the 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 AND TESTING CENTER

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

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

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

Personal: Emphasis is on the personal growth and development of students in order that they may be successful academically in pursuing their career goals. Assistance is offered with individual concerns, anxieties, dilemmas, or problems; in finding ways to increase self-confidence, self-control and self-direction; in 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: Although the student's faculty advisor assists with class scheduling and answers questions pertaining to academic policies and procedures, assistance is also available for academic concerns through the Counseling Center.

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 Services 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 Health Center (664-2131).

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

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 for students. Areas in which assistance is provided include:

1. admission and registration,
2. liaison with the Department of Rehabilitation,
3. assistance with auxiliary aids, including readers, interpreters and notetakers,
4. personal, career, and academic counseling,

5. coordination of services with various college and community departments, and individuals and agencies in the community,
6. issuance of Handicapped Parking Permits. The Student Health Services will issue a 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.

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

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

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

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

Career Counseling Staff members are available for career counseling to assist students in exploring and reaching realistic career decisions by helping students in appraising their strengths and weaknesses relative to career goals and aspirations.

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

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

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

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

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

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

Housing The campus residence hall complex opened in September, 1972 and contains six three-story buildings. Each building accommodates a total of fifty-five students in both double and triple rooms. A large living room area is located

on the ground 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 34 foreign universities in 16 countries around the world.

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

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

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

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

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

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

EDUCATIONAL SUPPORT SERVICES

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

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

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

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

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

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

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

Additional Preparatory Workshops—These include CBEST and ELM preparation.

Counseling Services—Counseling services include: academic assistance, career counseling and goal setting, personal counseling, peer counseling, cultural enrichment activities,

bilingual counseling, special services for physically or educationally handicapped students.

The Office of Outreach Services consolidated the outreach efforts of the Office of School Relations, Student Affirmative Action program and the Educational Opportunity Program and serves as a liaison between high schools, community colleges and California State University, Bakersfield. The office coordinates a number of services designed to assist academic preparation, access, and transition for junior high school, high school, and community college students. Through its Early Outreach efforts, junior high school students are provided career awareness and intensive academic support services. The immediate Outreach efforts are directed toward juniors and seniors at local high schools and 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 Special Services: The purpose of the Special Services Program is to identify low-income, first-generation college students, or disabled students who are accepted for enrollment at the 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 reading, writing, study skills and math; tutoring and activities to help students obtain admission and financial assistance for enrollment in graduate and professional programs.

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

admissions and/or student financial aid; preparation workshops for college admissions tests; academic and career guidance.

OFFICE OF FINANCIAL AID AND SCHOLARSHIPS

The Office of Financial Aid administers a number of financial aid programs to enable students without adequate financial resources to attend California State University, Bakersfield. Students may contact their high school counselor, community college financial aid office, or the Office of Financial Aid and Scholarships at Cal State Bakersfield for filing instructions. The priority filing date for financial aid consideration for all CSU campuses is March 1 with a folder completion date of April 15. Applications for financial aid will be accepted after the priority date but awards to eligible late applicants are dependent upon the availability of limited funds.

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

Grants/Fellowships

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

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

State University Grant This grant is intended specifically to offset fee increases for needy California State University (CSU) students. Applicants must be California residents in either an undergraduate or graduate course of study. Full-time recipients must demonstrate a minimum Net Financial Aid Eligibility (NFAE) of \$400 determined in accordance with the Congressional Methodology of need analysis. Subject to available funding, students who meet the required eligibility criteria are awarded State University Grants (SUG) of \$471 per academic year.

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

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 \$2,265 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 10.45% 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 a \$750 scholarship for one graduating senior/transfer student at each high school/community college in CSUB's service region—a total of 79 schools. The Pelletier Scholarship program was established in 1984 by Robert Pelletier, a local retired oil man and long-time supporter of the University. The scholarships are intended to help students pay university fees, purchase textbooks, and meet other expenses that arise.

Several other scholarships are also available to students who are either continuing or have been admitted to the University for full-time enrollment. These scholarships have been made available through the generosity of individuals and organizations within the area that the University serves and are subject to change dependent upon the availability of funds. These awards are administered by the Campus Scholarship Committee and include but are not limited to the following:

Associated Students of Cal State Bakersfield Three \$500 scholarships are awarded annually to two freshmen and one community college transfer student 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, this scholarship is awarded annually to two 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 Two \$500 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 40 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 dollar for dollar 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 California State PTA Kern County Sheriff's Employee's Welfare & Benefit Association Kern County Sheriff's Reserve Association 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
Criminal Justice:	
Education:	

	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 Arthur Rosales Memorial
History:	
Natural Science and Mathematics:	Earl J. Cecil Kenneth Darbyshire Memorial Bishop Joseph J. Madera C. E. Strange Brent Waterman Memorial 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 Administrative Code*. These sections are as follows:

Article 1.1, Title 5, *California Administrative Code*

41301. Expulsion, Suspension and Probation of Students.

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

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

persons while such other persons are on campus property or at a campus function.

(2) The term "campus property" includes:

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

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

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

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

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

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

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

During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, and other measures

deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

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

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

41304. Student Disciplinary Procedures for the California State University. The Chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for the California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline under Sections 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus President in such matters; conduct related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a Hearing Officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The Chancellor shall report to the Board 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 (Science 104, 664-3420) assists the school deans with undergraduate programs as well as manages the Liberal Studies program. 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.

Orientation

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

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

To gain specific information about the orientation options, students can call the 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 during the pre-registration periods. This period, normally the seventh and eighth week of the quarter, allows students to reserve a place for themselves in the next quarter's classes. Students who utilize the pre-registration process are then able to register officially through mail registration (p. 56).

The Dean of Undergraduate Studies assigns each freshman and sophomore to a General Studies Fellow who serves as the faculty advisor until the student accumulates at least 60

units and formally declares a major. The Fellow, given released time, is readily available to provide assistance.

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

Our advising system is designed to insure all students obtain the information they need to meet their educational objectives. If a student finds that the system is not working, however, he or she can receive emergency assistance in the Division of Undergraduate Studies. (Science I 104, 664-3420)

Pre-registration

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

Declaration Of Major By Undergraduates

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

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

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

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field, but do require a larger number of units in the major field to permit greater depth of study in a single field or professional area.

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

Requirements for Bachelor of Arts Degree

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

General Education	72 quarter units
Minimum Major, including Senior Seminar	36 quarter units
One of the following three alternatives:	20 quarter units
a. A minor of 20 quarter units designed by another discipline, 10 of which must be upper division, and taken outside the major department.	
b. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies or Chicano Studies. (see p. 105)	
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 and the department chair.	
Electives	58 quarter units
Total units required for graduation	186 quarter units

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

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

Requirements for Bachelor of Science Degree

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

General Education	72 quarter units
Minimum major, including Senior Seminar	55 quarter units
Electives	59 quarter units

Total units required for graduation 186 quarter units

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

Senior Seminar

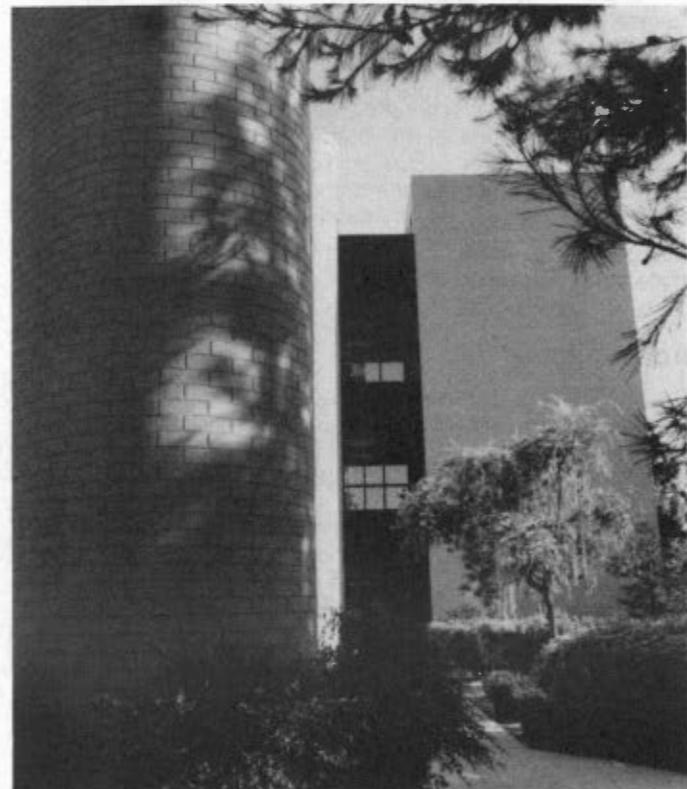
As part of the requirements for a Bachelor of Arts and Bachelor of Science degree the student completes a senior seminar, normally numbered 490. The senior seminar is designed as a culminating activity for the student's major field of study. The seminar's particular focus, approach, unit value, and content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

DOUBLE MAJORS

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

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

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



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	Concentrations	Minors	MA	MS	MBA/MPA	Concentrations
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				
Art (BA)	X			X				
Art History (BA-Art)			X					
Art Studio (BA-Art)			X					
Asian Studies				XX				
Behavioral Sciences (MA)						XX		
Bilingual/Bicultural (MA-Educ)			X					X
Biochemistry (BS-Chemistry)								
Biology (BS)	X			X				
Black Studies				XX				
Business Administration (BS; MBA)			X				X	
Career Development Counseling (MS-Counseling)								X
Chemistry (BS)	X			X				
Chicano Studies				XX				
Child Development (BA)	XX							
Communication (BA)	X			X				
Computer Science (BS)		X		X				
Counseling (MS)						X		
Curriculum and Instruction (MA-Educ)								X
Criminal Justice (BA)	XX							
Early Childhood Education (MA-Educ)								X
Economics (BA)	X			X				
Education (MA)						X		
Educational Administration (MA-Educ)								X
English (BA; MA)	X			X				
Environmental Studies (BS-Biol; BS-Physics; BA-Econ)			X					
Finance (BS-Bus Adm)			X					
Fine Arts (BA)	X			X				
French				X				
Geology (BS;MS)	X			X				
Gerontology				X				
Health Care Management (MS-Admin)								X
Health Science (BS)			X					
History (BA; MA)	X			X		X		
International Economics					X			
International Relations (BA-Political Science)				XX				
Latin-American Studies					XX			
Liberal Studies (BA)	XX							X
Management & Operations Analysis (BS-Bus Adm)			X					
Management Information Systems (BS-Bus Adm)			X					
Marriage, Family and Child Counseling (MS-Counseling) [MS-Psychology *]				XX				
Marketing (BS-Bus Adm)					XX			
Mathematics (BS)			X					
Medical Technology (BS-Health Sci)			X					
Music (BA-Fine Arts)			X					
Nursing (BS;MS)			X				X	
Petroleum Land Studies (BS)			XX					
Philosophy (BA)	X			X				

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

	<i>Undergraduate Programs xx Denotes Interdisciplinary</i>				<i>Graduate Programs xx Denotes Interdisciplinary</i>			
	BA	BS	Concen- trations	Minors	MA	MS	MBA/ MPA	Concen- trations
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; MS)	x			x	x			
Public Administration (BA; MPA)	x			x			x	
Pupil Personnel Services (MA-Ed)				x				x
Reading (MA-Educ)								x
Religious Studies (BA)	x			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								
Theatre Performance (BA-Fine Arts)				xx				
Women's Studies				x	x			
				xx				

Special Major

The University also offers a baccalaureate degree with a Special Major. This permits a student to propose a program of correlated studies in two or more fields. This alternative aims at the student who wants to pursue a field of study not covered by one of the University's departments. Forestry or Political Philosophy are two examples of Special Majors previously completed at CSB. A student who transfers with a large number of upper division units in a degree program not offered at the University can find this alternative particularly useful.

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

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

The program is then reviewed for approval by the dean or deans of the school(s) involved. If 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
- Asian History
- European History
- Latin-American History

Business and Public Administration

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

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

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

- General Finance
- Managerial Finance
- Investments
- Real Estate

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

- General Marketing
- Agrimarketing
- Consumer Marketing and Communications 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

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. 101)
- Certificate in Clinical Laboratory Assisting (p. 118)
- Certificate in Medical Technology—
Post-Baccalaureate (p. 119)
- Certificate in Writing (p. 130)
- Certificates in Communication, 3 Options (p. 136)
- Business and Public Administration**
- Certificate in Public Administration (p. 218)
- Education**
- Certificate in Adapted Physical Education (p. 241)

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

PRE-PROFESSIONAL PROGRAMS

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

Designated officials at CSB will provide students with guidance in the selection of programs designed to prepare them for subsequent study in professional schools oriented toward careers in such fields as business administration, theology, forestry, and college teaching. Help with decisions concerning professional study is available through the Counseling Center (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 CSB 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 (SB286, 664-3161) for information and assistance in planning course work.

The University also offers services through its Engineering Transfer Center located in Modular Building 3, Room 118

(664-2431). 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)
Chemistry 211	(5)	Chemistry 212	(5)
English 100	(5)	English 110	(5)
General Stu. 160	(1)	Elective	(1-2)
QUARTER UNITS	16	QUARTER UNITS	15-17
SECOND YEAR			
FALL	WINTER	SPRING	
Mathematics 204	(5)	Mathematics 302	(5)
Physics 221	(5)	Physics 222	(5)
Pol. Sci. 101	(5)	Comm. 108 (II)	(5)
		Physics 240	(2)
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. CSB has reached an agreement with Cal Poly whereby CSB 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 CSB 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. Statistics.
- 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.

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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 CSB 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. 74, p. 171 and p. 183) 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 Office of the Dean of Arts and Sciences for assistance.

Students interested in pre-medical and other health science programs are advised to consult information concerning admission requirements to pre-professional schools, available from members of the Health Careers Advisory Committee or from the Office of the Dean, School of Arts and Sciences (DDH C100, 833-2221).

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 nine quarter units of university credit for each such score. 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.

ENGLISH EQUIVALENCY EXAMINATION

The English Equivalency Examination (EEE) provides students an opportunity to receive university credit in English. This system-wide test is administered at CSUB in late March or April by the Office of Testing. Students interested in the EEE should contact that office.

Students who pass the EEE earn 9 quarter units, which CSUB treats as equivalent to English 100 and English 101.

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 career-related work experience. Under the program, students either participate in part-time employment with concurrent

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attendance or alternate periods of attendance with periods of employment in business, industry, government, or non-profit agencies.

Students enrolled in any discipline, who are in good academic standing, are eligible to participate. Academic credit is awarded through enrollment in either General Studies or departmental Cooperative Education courses. Credit is awarded on a CR/NC basis. Students are also paid for their work by the employer.

Students interested in this program should contact the Cooperative Education Office (664-0111).

MANAGEMENT INERNSHIP PROGRAM

The Management Internship Program (MIP) has the same goals as Cooperative Education. The major difference between the two programs is that to participate in MIP students have to be economically disadvantaged. Once deemed eligible, participants are paid by MIP.

Interested students should contact the MIP Office (664-0107).

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

This program provides students an opportunity to receive undergraduate university credit for volunteer community service experience working with non-profit, governmental, educational or community-based service organizations. Such service is designed to provide direct experience with people or project planning, and has the goal of improving the quality of life in the community.

The Human Corps Office (664-2411) coordinates placements and will provide further information on this program.

Participants enroll in lower or upper division General Studies courses (HUCOR 296/396, Community Service), or in Human Corps courses offered by some departments.

To receive university credit, students must complete at least 30 hours of service per quarter. A limit of 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.

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.

Other Study Alternatives

National Student Exchange

Cal State Bakersfield is one of over 85 state colleges and universities within the United States that participate in the National Student Exchange program. Students may spend a year or part of a year at one of these institutions and return to CSB to complete their undergraduate education. This program provides the student with new academic and social experiences through a simplified admissions process and assurance of full academic credit at CSB during the term of exchange at a minimal cost to the student.

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

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

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

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

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

International Programs

Now in its 25th 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 9,000 CSU students.

A wide variety of academic majors may be accommodated by the 34 foreign universities cooperating with the International Programs in 16 countries around the globe. The affiliated institutions are: 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); the Catholic University of Lima (Peru); National Chengchi University (Republic of China/Taiwan); the Universities of Granada and Madrid (Spain); the University of Uppsala (Sweden); Bradford, Bristol, Sheffield, and Swansea Universities and Kingston Polytechnic (the United Kingdom). Information on academic course offerings available at these locations is in the International Programs Bulletin which may be obtained from the International Programs representative on campus.

To be selected to participate, students must have upper division or graduate standing at a CSU campus by the time of departure, possess a cumulative grade point average of 2.75 or 3.00, depending on the program, for all college level work completed at the time of application, and have completed required language or other preparatory study where applicable. Selection is competitive and is based on home campus recommendations and the applicant's academic record. Final selection is made by the Office of International Programs in consultation with a statewide selection committee.

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

Information and application materials may be obtained from Student Activities Office (SC, 664-3091) or by writing to The California State University International Programs, 400 Golden Shore, Long Beach, California 90802-4275. Applications for the

next academic year overseas must be submitted by February 1, of the preceding academic year.

Extension and Summer Session Programs

Courses are available through the Division of Extended Studies and are offered separately from the courses offered during the regular fall, winter, and spring quarters. Inquiries concerning courses to be offered, admission to extension courses, and other details should be directed to the Division of Extended Studies. (MBIII, 664-2441)

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

The CSB Extension program also may offer on campus non-credit courses numbered XI to X99; non-transferable courses, numbered X800 to X899, graded in continuing education units (CEU's degree) designed for licensure requirements; and nondegree-transferable professional or in-service courses numbered X900 to X999.

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

External Degree Programs

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

UNDERGRADUATE DEGREE REQUIREMENTS

Requirements for the Baccalaureate Degree

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

UNITS

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

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

RESIDENCE

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

SCHOLARSHIP

Each student must complete, with a grade point average (G.P.A.) of 2.0 (C) or better: (1) all acceptable university units attempted, (2) all units counted toward satisfaction of the major; (3) all units counted toward satisfaction of the minor requirements; and (4) all units attempted at this

Academic Information

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.

Determination of Applicable Graduation Requirements

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

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

Continuous Enrollment and Graduation Requirements

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

Split Catalog Policy

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

The University permits the student to continue to satisfy the general education requirements of the original catalog and the major requirements of the catalog in which the program begins. To utilize the split catalog policy the student must have been in continuous enrollment.

Determination of Applicable CSB Catalog for Major and Minor Requirements

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

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

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

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

General Education Program

I. Purpose of General Education

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

- A. will have achieved the ability to think clearly and logically, to find and critically examine information, to communicate orally and in writing, and to perform quantitative functions;
- B. will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilization;
- C. will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

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

II. Curriculum and Implementation

- A. 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; courses satisfying the upper division writing requirement (5 units maximum); courses satisfying a portion of the American Institutions requirement (5 units maximum).
2. In satisfying Goal 13, students must take a minimum of 5 units.
3. Students must complete three approved upper division general education courses at CSB. These are required of all students intending to graduate from CSB, regardless of community college certification or the courses completed at other institutions. These courses cannot be completed and counted toward this requirement sooner than the term in which the students achieve upper-division status. 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 these 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. Passage of the Entry Level Mathematics examination is pre-requisite to the Goal IV courses.

10. Students may substitute for one of the Goals X-XII a foreign language course taken at CSB at the 103 or higher level (the course must be offered in the foreign language).

11. 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
 Petroleum Land Studies—V
 English—Goal XII
 Art and Fine Arts concentrations—Goal IX

E. The above general education requirements apply to first-time students beginning their college program in the fall 1981 and subsequent quarters, to students not maintaining continuous enrollment from an academic year prior to fall 1981, or any transfer student entering without certification of having met the CSUC general education requirements.

1. The University accepts full certification (57 quarter units) of lower division requirements or partial certification of one or more of the areas of the CSU general education program. Only California community colleges, CSU campuses, and other institutions that have negotiated agreements with the CSU can provide certification.
2. Transfer students are responsible for requesting certification of general education from their previous institution. The certifications are sent to CSB's Office of Admissions.
3. Regardless of certification or previous coursework, all students must meet CSB's requirement of three approved upper division general education courses (see D, 3, p. 79).
4. In unusual circumstances, transfer students may petition for exemption from specific general education requirements. Students wanting relief from a general education requirement contact the Division of Undergraduate Studies (Sci I 104, 664-3420).
5. Some upper division students who have broken their enrollment and returned to the University experience a serious hardship with the new general education program. These students have an opportunity to appeal to the Academic Petitions Committee for relief. These appeals should be initiated with the Division of Undergraduate Studies (Sci I 104, 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

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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 CSB studies with less than 30 baccalaureate credit quarter units are required to:
 - a. Complete Goal I within the first 45 baccalaureate credit quarter units at CSB;
 - b. Complete Goals II and III and pass the Entry Level Mathematics examination (p. 52) within the first 60 baccalaureate credit quarter units at CSB;
 - c. Complete Goal IV within the first 75 baccalaureate credit quarter units at CSB.
2. Students transferring with 30 or more baccalaureate credit quarter units are required to:
 - a. Complete Goal I, II, and III and pass the Entry Level Mathematics examination within the first 45 baccalaureate credit quarter units at CSB;
 - b. Complete Goal IV within the first 60 baccalaureate credit quarter units at CSB.
3. Students who do not complete the Basic Skills Goals within the allotted period are not permitted to enroll for subsequent quarters unless they enroll in courses that, if passed, would complete the relevant goals.

III. General Education Courses

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

GOAL I	WRITING AND READING COMPETENCY IN THE ENGLISH LANGUAGE ** English 110—Expository Writing
GOAL II	SPEAKING, LISTENING, AND READING COMPETENCY IN THE ENGLISH LANGUAGE Communications 108—Rhetorical Strategies in Communication ** English 272—Reading and Writing Poetry ED-GE 250—Beyond Literacy: Speaking, Listening, and Reading Theatre 232—Acting I
GOAL III	LOGICAL REASONING COMPETENCY Hum 102—Critical Thinking and Writing ** Math 103—Mathematical Analysis with Application Philosophy 102—Logical Reasoning Philosophy 103—Introduction to Symbolic Logic
GOAL IV	MATHEMATICAL REASONING COMPETENCY Prerequisite: Passage of the ELM— ** Math 103—Mathematical Analysis with Application ** Math 140—Elementary Statistics ** Psych 200—Introduction to Statistical Methodology in Psychological Research

GOAL V	[Math 106 and higher level mathematics courses (these do not include Math 109, 120, 320, 321 and 477) satisfy the goal and earn a maximum of 5 quarter units toward general education] GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH AN UNDERSTANDING OF BASIC PRINCIPLES AND CONCEPTS OF CONTEMPORARY PHYSICAL SCIENCES Chemistry 100—Chemistry and Society ** Chemistry 340—Concepts of Biochemistry Geology 100—Perspectives in Geology ** Geology 205—Environmental Geology ** Geology 308—Geomorphology ** Geology 330—Geology of the National Parks Physics 110—Introduction to Astronomy GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH THEORETICAL AND PRACTICAL EXPERIENCE IN THE LIFE SCIENCES Anth 102—Physical Anthropology Biology 100—Perspectives in Biology Biology 203—Principles of Ecology
GOAL VI	GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH BOTH THEORETICAL AND PRACTICAL UNDERSTANDING OF THE SOCIAL SCIENCES Anthropology 100—Cultural Anthropology Behavioral Science 312—Social Psychology Economics 100—The Economic Way of Thinking Economics 201/202—Micro/Macro Economics (Both must be taken to complete Goal VII) Political Science 218—Politics in the Novel and Film Psychology 100—Explorations in Psychology Sociology 100—Perspectives in Sociology Sociology 323—Sociology of Power
GOAL VII	GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH THE OPPORTUNITY TO STUDY WESTERN CIVILIZATION History 102—The Making of the Modern World, 1750 to the Present History 325—History of European Colonialism 1500–1970 In. St. 312—Plagues and Peoples Political Science 102—World Politics Religious Studies 110—Religion in Western Civilization Religious Studies 401—Religious and Ancient Western Civilization Spanish 320—Hispanic-American Culture and Civilization
GOAL VIII	GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH THE OPPORTUNITY TO STUDY AT LEAST ONE EXTANT NON-WESTERN CULTURE Anthropology 250—Peoples of the World Anthropology 370—Third World Communities Child Development 320—Individual and Family Development in Selected Non-Western Cultures
GOAL IX	

History 222—From Human Waves to Robotics: The Evolution of Modern East Asia History 268—The History of Native Americans History 372—California Indians Political Science 208—The Politics of Change in Asian Societies Political Science 308—Government and Politics in China Religious Studies 111—Religion in Asian Cultures Religious Studies 331—Islam Religious Studies 345—India Religious Studies 348—China and Japan Religious Studies 349—Korea	English 294—Masterpieces of Western World Literature English 362—Literature as Mirror of Society English 364—Studies in Fiction: The African-American Experience ** English 373—Images of Women in Literature and Film ** French 380—The Human Condition; French Literature through the Ages History 364—Youth and the Journey to Awareness Political Science 218—Politics in the Novel and Film Spanish 425—Chicano Literature
* GOAL X GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH AN OPPORTUNITY TO GAIN A CRITICAL UNDERSTANDING OF SIGNIFICANT PHILOSOPHICAL IDEAS AND PREPARE THEM TO MAKE REASONED INQUIRIES ABOUT THE NATURE OF REALITY AND THE HUMAN CONDITION	GOAL XIII GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH THE BACKGROUND AND PERSPECTIVE FOR DEALING WITH THE COMPLEXITIES OF THE MODERN WORLD
** Economics 305—Economic Philosophy and Political Economy Humanities 320 & 321—The Social History of Ideas I & II (Both are required but they satisfy Goals VIII and X) Interdisciplinary Studies 333—Political Philosophy and Thought Philosophy 100—Philosophical Ideas Philosophy 201—Ethics Philosophy 302—History of Philosophy I Sociology 350—Sociology of Knowledge	History 450—Economic and Technologic History of the United States ** Interdisciplinary Studies 362—Psychotechnology and Human Values Interdisciplinary Studies 465—Death and Aging in a Technological Society Philosophy 315—Philosophy, Technology, and Our Future Public Policy and Administration 310—Technology and Public Policy Science 310—Science and Technology Sociology 405—The Sociology of Technology
* GOAL XI GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH SOME EXPERIENCE AND APPRECIATION OF THE FINE ARTS Art 101—The Practice and Appreciation of the Visual Arts ** Art 201—A Survey of Western Art History I ** Art 202—A Survey of Western Art History II ** Art 483—Modern Art CA 1865—1970 Music 101—Understanding and Appreciation of Music Music 202—A Survey of Music History II Music 380—Opera Music 477.002—Bach and Handel Theatre 101—Introduction to the Study of Theatre ** Theatre 271—A Survey of Theatre History I ** Theatre 272—A Survey of Theatre History II Theatre 379—The American Theatre ** Theatre 385—Modern Drama	* A foreign language course taught in the foreign language and taken at CSUB at the '03 or higher level may be substituted for one of these Goals.
* GOAL XII GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH SOME EXPERIENCE AND APPRECIATION OF LITERATURE English 101—An Introduction to Literature English 205—Introduction to the Study of American Literature English 207—Ethnic-Minority Literature English 208—Major British Writers English 235—Shakespeare's World	** A prerequisite is required. Consult course description. 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 satisfied 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 370. Early California History 371. Modern California History 445. History of the American West History 455. The Social Fabric: A History of American Life History 465. History of Black America to 1865 History 475. Constitutional History of the United States

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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 CSB.

Upper Division and Graduate Writing Competency Requirement

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

All students (undergraduate and graduate) who apply for a degree or a teaching credential must demonstrate upper division writing competency either by passing the university-wide Upper Division Writing Competency Examination or by achieving a grade of "C", (CR) or better in any of the following courses: Communications 304, 306, 311, or 405, English 310, 410 (410, 900) or 505, or History 300. Undergraduates cannot complete this requirement until they achieve upper division status.

1. THE UNIVERSITY-WIDE UPPER DIVISION WRITING COMPETENCY EXAMINATION

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

Information concerning dates and registration for the examination can be obtained from the office of Counseling and Testing (SC 108, 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

contemporary 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
ENGL 207	Ethnic-Minority American Literature
ENGL 364	Studies in Fiction: The African-American Experience
ENGL 373	Images of 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 377.014	Chicano Politics
PSYCH 421	Psychology of Women
RELST 354	Ethnic Religions
SOC 327	Race & Ethnic Relations
SOC 333	Mexican Americans in Contemporary Society
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

Students with questions about this requirement should discuss them with their advisor or the Office of Undergraduate Studies (Science I, Room 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 CSB;
 - b. the student should meet the concentration requirements for the second degree, including the major and the minor, if applicable;
 - c. units taken for the first baccalaureate degree may be counted, but the student must take an additional 36 units of work.

DIVISION OF GRADUATE STUDIES AND RESEARCH (DDH D100, 664-2231)

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

Graduate Programs

Presently, Cal State Bakersfield offers eleven graduate degree programs:

Administration: Health Care Management, M.S.A.

Business Administration, M.B.A.

Behavioral Sciences, M.A.

Counseling, M.S.

Education, M.A.

English, M.A.

Geology, M.S.

History, M.A.

Nursing, M.S.

Public Administration, M.P.A.

Psychology, M.S.

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

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

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

Graduate Studies Personnel

Steven F. Arvizu, Dean Graduate Studies and Research Homer Montalvo, Director	David H. Ost, Assoc. Dean 664-2231 DDH-D100
	Admissions 664-2160 Admin SS118

Graduate Coordinators	Master Program	Phone	Room
Richard Graves	Business Administration	664-2318	DDH A123
Ken Nyberg	Behavioral Sciences	664-2109	DDH A204
Louis Wildman	Education	664-3047	DDH CC210
Michael Flachmann	English	664-2121	FT 201D
Rob Negrini	Geology	833-2185	SCI II 287
Jack Goldsmith	Health Care Administration	664-2323	DDH A109
Gerald Stanley	History	664-2166	FT 301A
Sumiko Fujiki	Nursing	833-3111	NB 134
Everett Mann	Public Policy & Administration	664-2336	DDH C117
David Cohen	Psychology	664-2372	DDH D117

Marriage Family and Child Counseling Licensure

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

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

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

Graduate and Postbaccalaureate Application Procedures

All graduate and postbaccalaureate applicants (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete application as described in the admissions booklet. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$35 nonrefundable application fee. Since applicants for postbaccalaureate programs may be limited to the choice of a

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single campus on each application, redirection to alternative campuses or later changes of campus choice will be minimal. To be assured of initial consideration by more than one campus, it will be necessary for any applicant to submit separate applications (including fees) to each. Applications may be obtained from the Graduate Studies Office of any California State University campus in addition to the sources noted for undergraduate applicants.

TOEFL Requirement

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

Graduate Writing Competency Requirement

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

Admission of Postbaccalaureate and Graduate Students

Postbaccalaureate Standing. Unclassified.

For admission to unclassified postbaccalaureate standing, a student must: (a) hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or have completed equivalent academic preparation as determined by an appropriate campus authority; (b) have achieved a grade point of at least 2.5 (A=4.0) in the last 60 semester (90 quarter) units attempted; and, (c) have been in good standing at the last college attended. *Admission to a California State University campus with postbaccalaureate unclassified standing does not constitute admission to graduate degree curricula.* Unclassified postbaccalaureate students are expected to meet with a faculty advisor. Students seeking a graduate degree should limit enrollment in this status to no more than 15 quarter units.

Postbaccalaureate Standing. Classified.

A student who is eligible for admission in unclassified standing may be admitted to classified postbaccalaureate standing for the purpose of enrolling in a particular postbaccalaureate credential or certificate program, provided the student satisfies any such additional professional, personal, scholastic, and other standards, including qualifying examinations, as may be prescribed for the particular program.

Graduate Standing. Conditionally Classified.

A student who has formally applied to a graduate program, but who has deficiencies in prerequisite preparation which in the opinion of the Graduate Coordinator and Dean of Graduate Studies can be remedied by specified additional preparation, including qualifying examinations, may be conditionally admitted until such time as the deficiencies are remedied.

Graduate Standing. Classified.

A student may be admitted to a graduate degree program as a classified graduate student if he or she satisfactorily meets the professional, personal, scholastic, or other standards for admission to the graduate degree curriculum including qualifying examination. The student is expected to demonstrate a satisfactory level of scholarship and progress in the program.

Advancement to Candidacy

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

Non-active Standing

A student who has been absent from the program more than two consecutive quarters without an approved Leave of Absence (see Catalog, p. 85) or without Continuous Registration (p. 78, 85) will be reclassified as non-active. He/she must file a new application for admission and pay appropriate fees to continue his/her studies.

Application for Graduation

All students are urged to apply for graduation at least one full quarter before they plan to graduate because a reply to the application may take six to eight weeks. If notified of deficiencies in graduation requirements students are required to comply with specified requirements and reapply for graduation.

Candidates for Master's degrees to be awarded at the end of a regular term must file applications with the Evaluations Office of Admission and Records (SS111, 833-2258) no later than the end of the second week of instruction in the quarter in which they expect to complete graduation requirements. Summer session graduates must apply before the end of the previous spring quarter. No applications will be accepted for summer session degrees after the end of the first week of instruction of the regular summer session.

Students are eligible to participate in the Commencement Ceremony only if all requirements, including the thesis or culminating activity, have been completed prior to commencement.

Second Master's Degree

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

Continuing Baccalaureate Students

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

Re-enrollment of Continuing Graduate Students

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

Admission from Non-Accredited Schools

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

Foreign Applicants

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

Continuous Registration

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

Scholastic Expectations

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

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

Advising

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

Transfer Credit

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

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

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

Courses Taken by Unclassified Students

Unclassified postbaccalaureate students must consult with a faculty advisor or a member of the Graduate Studies Committee or the Dean of Graduate Studies in the first quarter of enrollment. Courses taken in unclassified post-baccalaureate standing will be accepted in fulfillment of degree requirements only if the department and graduate advisor accept them in advance. There is usually a limit to the number of units taken in unclassified studies which can be

applied to a graduate program. Such work taken when the student is not enrolled in a program must average "B" or better with no grades below "C", if the student wishes consideration for classified status for an advanced degree.

Requirements for the Master's Degree

A program will consist of a minimum of 45 quarter units with some programs requiring a 90-unit sequence. At least one-half of units required for the degree shall be in courses organized primarily for graduate students (500 and 600 level courses). For each graduate degree program, a minimum of thirty-two quarter units [sixty-four units for 90 unit programs] must be completed in resident study at the university. Each student must satisfactorily complete a culminating experience (thesis, project, or comprehensive examination) to qualify for a Master's degree. Satisfactory completion will mean compliance with Title 5, Part V, Chapter 1, Subchapter 2, Article 7 of the California Administrative Code, Section 40510:

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

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

Change of Address or Name

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

Leave of Absence

Planned Educational Leave for Graduate Students: Graduate students who have been officially admitted to, and who are

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actively pursuing master's degree and/or credential programs may qualify to absent themselves from enrollment in the institution for periods up to two academic years and still maintain the option of continuing student status. For further information contact Graduate Studies and Research or the program graduate coordinator.

Grievances and Appeals

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

Academic Load for Post-Baccalaureate Students

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

Time Limit to Complete Requirements for Graduate Degrees

The California Administrative Code, Title 5, Education, requires that all the requirements for a Master's degree be completed within a seven-year (7) period to include the filing and awarding of the degree. This means that no more than seven years may elapse between the start of the term of the earliest dated course on the Plan of Study and the date the last course on the program is actually completed and the application for graduation is filed. With outdated requirements (generally courses) the candidate may petition through the graduate coordinator and Dean of Graduate Studies and Research for an extension of the time limit or substitution of other appropriate courses.

EVALUATION AND ACCEPTANCE OF TRANSFER CREDIT *

After a student has been accepted for admission, the Evaluations Office of Admissions and Records (SS 111, 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. 78). These evaluations are conditional and are subject to revision by the dean of the school of the student's major during the first quarter that the student is in attendance; therefore, transfer students should discuss their evaluation in detail with their academic advisors to insure that all credit earned has been granted and that no error has been made.

Credit from a Four-Year College or University *

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

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

Credit from a Community College *

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

Currency of Courses Used to Meet Major and Minor Requirements

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

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

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

College Certification of General Education

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

Credit from Non-Accredited Colleges *

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

Credit for Extension, Correspondence, and Dantes Work

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

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

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

(Defense Activity for Non-Traditional Educational Support) courses. No more than 13 quarter units may be accepted toward a master's program.

Credit for Military Service

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

Credit for Peace Corps Service

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

Subsequent Enrollment at Other Institutions

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

GRADUATION POLICIES AND PROCEDURES

Application for Graduation

Candidates for baccalaureate and master's degrees to be awarded at the end of a regular term must file applications with the Evaluations Office of Admissions and Records (SS 111, 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. Graduate students are only eligible to participate after completing all degree requirements.

Provisional Post-Baccalaureate Credit

Courses taken by a student during the quarter in which the degree is earned, that are not needed to fulfill degree

requirements, can be recorded as provisional post-baccalaureate credit. The student's request for this credit is part of the Application for Baccalaureate Degree. The student's request for provisional post-baccalaureate credit may not be made retroactively. Units for any one course must be applied either wholly to the baccalaureate degree or wholly to provisional post-baccalaureate credit and may not be divided.

Graduation with Honors

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

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

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

Change of Degree Objective

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

Simultaneous Enrollment at CSUB and a Second Institution

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

Concurrent Enrollment

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

Academic Information

Class Schedule

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

Class Meetings

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

Class Attendance

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

Course Numbering System

- 1- 99 Courses which carry no credit toward a degree or a credential.
- 100-199 Lower division courses designed as freshman level, but also open to other students.
- 200-299 Lower division courses designed as sophomore level, but also open to other students.
- 300-399 Upper division courses of junior and senior level, but may also be open to lower division students, which do not give graduate credit.
- XXX.800 Undergraduate honors seminars numbered 100-399, open only to participants in the Personalized Honors Program (see p. 94).
- XXX.900 Courses taught in a modularized format.
- 400-499 Upper division courses of junior and senior level, not open to lower division students, which may give post-baccalaureate or graduate credit.
- 500-599 Graduate courses also open to seniors and credential candidates.
- 600-699 Courses designed primarily for graduate students (may be restricted to graduate students).
- XXX.700 Regular course numbered 100 to 699 that are given on an individual study basis. Courses are offered in this format because of low demand or because of the course content..
- 700-799 Continuous enrollment courses designed for those students who have completed all requirements for the Master's Degree except the thesis, project or

examination, and who are not enrolled in any other course. These are offered in each Master's program.

- 800-899 Courses graded in Continuing Education Units (CEU's) designed for relicensure requirements; not applicable to a degree.
- 900-999 Courses designed for professional groups seeking vocational improvement or career development. Credit for these courses would not apply to degrees or credentials.

Remedial Courses

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

Grading System

Grade Symbol	Explanation	Grade Points Per Quarter Unit
A.....	Excellent.....	4.0
A-.....		3.7
B+.....		3.3
B.....	Good	3.0
B-.....		2.7
C+.....		2.0
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".

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

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

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

"C", "NC" for graduate credit:

A student enrolled in a one-year, 45-quarter-unit master's degree program may complete up to 10 quarter units of course work on a non-optimal credit, no-credit basis. A student in a two-year, 90-quarter-unit master's degree program may complete no more than 24 quarter units of non-optimal credit, no-credit course work.

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

For all graduate level courses, the grade "CR" is awarded for the grades "B" or better and the grade "NC" for the grades "B-" or below.

Auditors

Admitted students may file a request with the Office of Admissions and Records (SS 105, 833-2123) to register in courses as auditors without credit with permission of the instructor, provided there is room. Auditors must pay the same registration fees as other students and may not change their registration to obtain credit after the last day to add a course. Likewise students registered for credit may not change to audit status after the last day to add a class. Auditors are not permitted to take examinations in the course. A grade for an audited course is not posted on a student's permanent record unless, in the opinion of the instructor, the student has attended enough class meetings to receive a grade of "AU"; otherwise, a "W" is recorded.

Grade Change Policy

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

Retroactive Withdrawal

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

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

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

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

Repetition of A Course

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

Students do have the right to replace grades of "C—" or below by repeating the course 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 CSB or some other institution.

Academic Renewal

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

Current procedures regarding Academic Renewal are available in the Registrar's Office (SS 105, 664-2123)

Integrity of Scholarship and Grades/Academic Dishonesty

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

Plagiarism, the practice of taking ideas and writings from another and offering them as one's own, is a form of cheating and is unacceptable. It may consist of handing in someone else's work, copying a composition, using ideas, paragraphs, sentences, or phrases written by another or using ideas, data, and statistics compiled by another. This includes rearrangement of phrases from the original into a new pattern. When using ideas, interpretations, or material written or compiled by another, acknowledgement of indebtedness to the original author or source must be made by the use of quotation marks, footnotes or similar references.

A student may not submit a paper (or two papers which are substantially the same) for credit in two different courses

unless a prior agreement to accept such work has been made between the instructors involved.

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

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

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.

STUDENT ACADEMIC GRIEVANCE

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

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

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

SCHOLARSHIP STANDARDS

Students' academic standing is determined by the quality of their performance and progress toward their objective. Academic status is determined by a progress point scale based on the grade point computation for letter grades, set forth above at page 85, augmented by the assignment of two progress points per unit for the CR grade.

Good Standing

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

Probation of Undergraduate Students

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

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

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

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

Academic Dismissal of Undergraduate Students

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

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

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

1. The conditions for removal of administrative-academic probation are not met within the period specified.
2. They become subject to academic probation while on administrative-academic probation.

3. They become subject to administrative-academic probation for the same or similar reasons more than once.

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

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

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

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).

Academic Probation and Disqualification of Graduate and Post-Baccalaureate Students

A. Standards for Placing Graduate Students on Scholastic Probation

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

B. Disqualification of Graduate Students

A graduate student shall be subject to disqualification if

Academic Information

while on probation the student fails to earn sufficient grade points to be removed from probationary status. Disqualification from further registration in a particular program will be determined by the coordinator or dean of the particular degree program.

C. Standards for Placing Post-Baccalaureate Students on Probation

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

D. Standards for Disqualification for Undeclared Post-Baccalaureate Students

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

E. Petition for Readmission

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

STUDENT CLASSIFICATIONS

Class Level

Freshman.....	to 44½ quarter units
Sophomore	45 to 89½ quarter units
Junior.....	90 to 134½ quarter units
Senior	135 or more quarter units
Post-Baccalaureate ..	Possesses acceptable baccalaureate or advanced degree; not admitted to a graduate degree curriculum.
Graduate.....	Approved candidate for master's degree or admitted to a graduate degree curriculum.

Quarter Unit: A quarter unit of credit normally represents no less than one hour of classwork and two or more hours of outside study per week for one quarter. One and one-half (1½) quarter units are equivalent to one (1) semester unit of credit. One quarter unit is equivalent to ½ semester unit of credit.

Admission Status

Pre-Baccalaureate/General

Final.....	Met all admission requirements
Probational.....	Admitted with scholastic deficiency
Conditional	Permitted to register pending official verification of final admission status
Extension.....	Permitted to register for extension course work only (See Note, p. 51)
Summer.....	Permitted to register for summer session course work only

Post-Baccalaureate

Unclassified..... Holds an acceptable baccalaureate degree or has completed equivalent academic preparation, or admitted by "Special Action"

Classified Admitted for the purpose of enrolling in a particular post-baccalaureate credential or certificate program, subject to prerequisites

Graduate

Conditional Admitted to an authorized graduate degree curriculum, but has deficiencies in prerequisite preparation which must be removed

Classified Admitted to an authorized graduate degree curriculum and has met all conditions of classification

Registration Status

Continuing..... Student enrolled in regular programs in last quarter, or a student resuming studies after an absence of no more than two consecutive quarters

Former Returning student who has not registered in three previous consecutive terms

New..... Student who is registering in a regular term for the first time

Full-Time:

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

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

NONDISCRIMINATION 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 (SC, 664-2131).

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, 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.

It is the policy of California State University, Bakersfield to ensure an environment free from sexual harassment for its students and employees in addition to those who apply for student or employee status. If you have questions regarding sexual harassment, contact the Ombudsman (Student Center, 664-2131) or the Affirmative Action Coordinator (Administration 109, 664-3206).

Handicap

The California State University does not discriminate on the basis of handicap 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. Dr. Carole Sunde, Coordinator of Disabled Services, has been designated to coordinate the efforts of California State University, Bakersfield to comply with the Act in its implementing regulations. Inquiries concerning compliance may be addressed to this person at the Counseling and Testing Office, 664-2131.

CENTERS AND INSTITUTES

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

The Center for Environmental Studies is administered by a board. The center encourages and coordinates studies of environmental problems in the University's service area, promotes the utilization of local environmental resources in education and research, and facilitates external funding of research and other scholarly activity by faculty and students. It has developed a unique Environmental Studies Area, a 40-acre tract with a variety of habitats, on the campus, that is used by campus and community groups and individuals. Information may be obtained from the Department of Biology (Sci I 206, 664-3089).

The Center for Business and Economic Research encourages research and dissemination of information that will benefit the public and private sectors of the community; fosters developmental programs in business, economics, and public administration which may from time to time require the establishment of institutes or workshops; facilitates the establishment of externally funded research programs; and serves as a focal point for contact with and assessment of business and economic research needs of the community. The center, which is administered by a board, publishes a regular newsletter, *Administrative Commentary*, and periodical *Supplements* of a topical nature, as well as monographs on selected research topics. Three special service institutes have been organized under the auspices of the Center for Business and Economic Research; the Institute of Accounting, the Institute for Insurance Studies, and the Public Administration Institute. Each of these institutes provides specialized teaching and research services for its own special constituents. Information may be obtained from the office of the dean of Business and Public Administration (DDH A100, 664-2157).

The Center for Economic Education, one of ten in the State, is an affiliate of both the California Council on Economic Education and the Joint Council, based in New York. Administered by a board, the center at California State University, Bakersfield is charged with the responsibility of assisting school systems in further advancing the level of education in economic issues and concepts by providing resource materials and persons. To this end, the center maintains a library of materials for use at each grade level, kindergarten through university. Information may be obtained from the Department of Economics (MB3 108, 664-2460).

The Center for the California Well Repository is administered by an advisory board. The purposes of this facility are to collect, classify or process, store, and make available to investigators representative samples of California rocks, especially subsurface rocks from oil wells, and other subsurface information. Information may be obtained from the Office of the Dean of Arts and Sciences (DDH C100, 664-2221).

The Applied Research Center encourages and coordinates a wide variety of research and demonstration projects. Included in the Center's areas of expertise are the following: survey research; needs assessment studies; demographic and population projections; social, legal, and political impact studies; policy research and consultation; basic social and educational research; and evaluation research. Although the Center primarily engaged in projects of regional and state importance, the supporting faculty are involved in research and instructional programs in both national and foreign contexts. The Center is governed by a board consisting of representatives from the School of Arts and Sciences, and the School of Education (DDH C100, 664-2221/DDH B100, 664-2219).

The Center for Physiological Research is administered by a board. The major objectives of the center are to encourage participating faculty members to develop joint research projects and to assist them in seeking the appropriate means by which to pursue these studies. The focus of the Center is such that it provides a more organized and coordinated interchange of ideas and information between local scholars who share an active interest in physiology. Through the development of a solid core of basic physiological research, the Center provides projects in which undergraduate students can gain valuable experience by guided participation. Information may be obtained from the Office of the Dean of Arts and Sciences (DDH C100, 664-2221).

Inter-School Programs

Division of Undergraduate Studies

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

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

The Division also offers special General Studies courses. Most of these one or two unit courses focus on material unavailable in the academic departments (i.e. Biblical Greek) or on topics in which lower division students express an interest. Students interested in having a special course need only to contact the Division 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 in the office of the Dean of Undergraduate Studies (Sci I 104, 664-3420).

General Studies Course

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 121 Introduction to University Studies (2)

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

General Studies 137 Film Appreciation (1) This course enhances students' understanding and appreciation of film as an art form and develops their sense of film criticism.

General Studies 150 Lecture Series (1) Lectures and discussions on varied topics. One lecture, one discussion per week. May be repeated. Offered on a credit, no-credit basis only.

General Studies 160 Orientation to California State University, Bakersfield (1) This course introduces students to the university, provides an opportunity to check basic study skills, and begins the process of career and life goal clarification. Students who enter the university with less than 20 quarter units are required to take this course.

General Studies 160.100 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 CSB.

General Studies 166 9 to 5 Workshops This course is offered by the Career Planning & Placement Center. The course will include speakers from the community who will talk about their careers, what they do, how they got there, and educational background needed. It will also cover values clarification, skills assessment, resume and letter of application writing, and interviewing skills.

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 190/390 Microcomputers This course introduces students to various uses of the microcomputer. Different sections of the course are taught on the Apple, IBM PC's & Macintosh microcomputers.

General Studies 277 Special Topics: (1 & 2) Courses provide students with an opportunity to examine areas of special interest and/or to allow investigation of topics not ordinarily covered in regular five unit courses. Topics may be proposed by students as well as faculty. May be repeated for different offerings. Special Topics courses do not satisfy any general education requirements. Students in General Studies are given enrollment preference. Offered on a credit, no-credit basis only.

Topics offered during 1988-1989 included the following:

- Assertion Training
- Exploration in Community
- Coping with Test Anxiety
- Cinco de Mayo
- AFRO-American History
- Human Sexuality Seminar

Stress Management
Job Search Skills
Procrastination
Woman Role Models for Change
Thinking Critically

Course descriptions are available in the Division of Undergraduate Studies (Sci I, 104; 664-3420).

Human Corps 296/396. Community Service (1) The course provides students a volunteer community service experience working with non-profit, governmental, educational or community-based service organizations. Open to all students, 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

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

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

Requirements for the Major

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

All students desiring to major in Child Development, and especially those who desire also to fulfill the requirements for the multiple subjects credential in the State of California, must plan a program of study in consultation with an advisor assigned by the program chair (DDH BB213, 833-3160).

A. Prerequisite lower-division courses

1. Psychology 100. Perspectives in Psychology
2. Biology 100. Perspectives in Biology
3. A college-level statistics course approved by the program

B. Core courses

1. Biology 258. Biological Aspects of the Child's Development
2. Psychology 310. Child Psychology

3. Child Development 320. Individual and Family Development in Non-Western Cultures
4. Biology 370. Nutrition
5. Child Development 300. Introduction to Developmental Research Methods
6. Child Development 490. Senior Seminar

C. Upper-division area courses

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

D. Additional Required Elective Courses (20 quarter units)

The following courses may be taken as elective units. However, students may also elect relevant courses not on this list, with advisor approval.

Biology 250. Human Anatomy
Biology 304. Concepts of Genetics
Child Development 210. Practicum in Child Development
ED-CS 400. Introduction to Counseling
ED-EC 443. Supervision and Administration of Early Childhood Education
History 463. The Family in History
Nursing 213. Health Problems: Conception through Infancy
Nursing 315. Health Problems of Children and Adolescents
Philosophy 332. Ethical Theory
Philosophy/Religious Studies 360. The Meaning of Death
Physical Education 405. Motor Development
Psychology 410. Theories of Development
Psychology 415. Developmental Psychopathology
Sociology 365. Sex Roles and Society

Teaching Credential—Multiple Subjects

The CSB degree in Child Development has been certified by the Commission on Teacher Credentialing (CTC) as satisfying subject-matter examination waiver requirements for the State of California Multiple Subjects Credential. A degree requires a minimum of 186 quarter units, including at least 60 upper division. This degree option (a CTC approved waiver program) requires 126 quarter units of course work in four areas: behavioral sciences, natural science and mathematics, English, and humanities. For a B.A. in child development with

a subject-matter examination waiver leading to a teaching credential, the student must complete the following requirements:

Natural Science and Mathematics (27 to 36 units)

1. Biology 100
2. Math 140 or Psych 200
3. Math 320 and Math 321
4. Biology 258
5. Science 314
6. Biology 371

Humanities (27 to 36 units)

1. One course required from 3 of the following areas:
 - a. Fine Arts
 - b. Foreign Language
 - c. Philosophy
 - d. Religious Studies
2. One upper-division course
3. Additional courses to reach 27 to 36 units

English (27 to 36 units)

1. Majors must demonstrate competency in the following areas by completing appropriate coursework.
 - a. Composition: Students must earn a grade of B- in English 410, 310, OR 304
 - b. Speech: Communications 108, 376 or an approved public speaking course
 - c. Literature: At least one course in literature
 - d. Grammar: one course from English 318, 319, OR 415
2. Other English courses

Behavioral Sciences (27 to 36 units)

1. Psychology 100
2. Psychology 310
3. Beh. Sci. 317/Beh. Sci. 38
4. Child Dev. 300
5. Child Dev. 320
6. Child Dev. 490
7. Other courses to reach 27 to 36 units

Additional Courses Required for a B.A.

Three courses, at least one from each category.

1. Educ. 412
Educ. 413
In. St. 415
2. Psychology 413
Psychology 411
Psychology 412

Courses

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

Child Development 210. Practicum in Child Development (2) Supervised field work with preschool children (2½ to 5 years) in campus day care center. May be repeated for a maximum of 3 times. Offered on credit, no-credit basis only. Prerequisite: Permission of instructor.

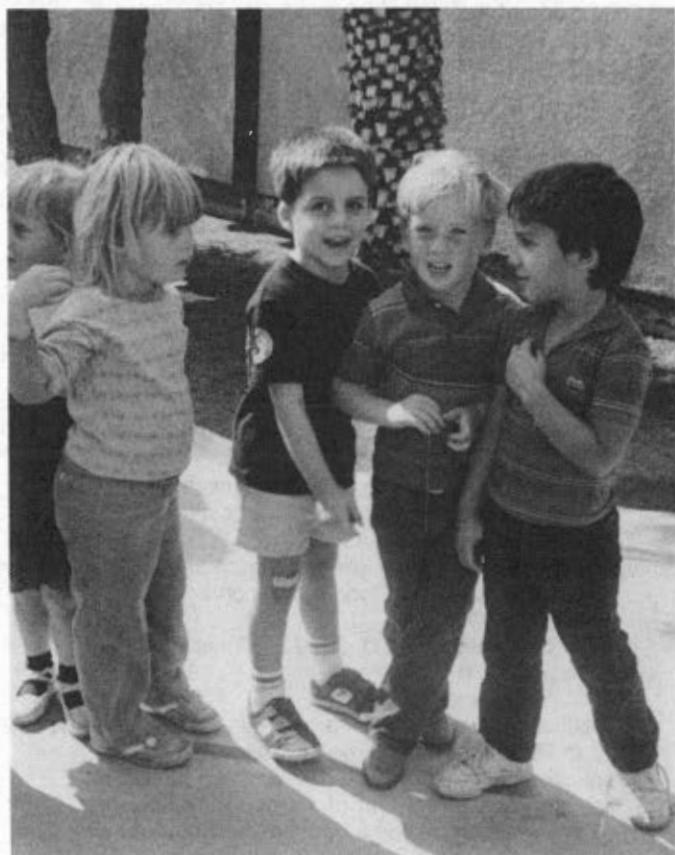
Child Development 289/489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-baccalaureate students. Interested students should contact the program office.

Child Development 300. Introduction to Developmental Research Methods Assumptions and methods of scientific research and evaluation in the area of child development. Topics include data collection techniques, measurement and assessment principles, and analysis of data in longitudinal, cross-sectional, cross-cultural, and experimental research. Lectures and six hours of laboratory, and field work. Prerequisite: One college-level course in statistics and Psychology 310 or equivalent.

Child Development 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 481. Directed Research in Child Development (1-5) Students conduct research investigation in the area of child development under faculty supervision. Strongly suggested for majors who are considering graduate study in child development. Prerequisite: Consent of instructor who will serve as sponsor, approved by the Child Development Program Coordinator and Dean of the School of Education.

Child Development 490. Senior Seminar (6) Consideration of the nature of child development. Integration of materials from other courses. Examination of child development as a profession and its relationships to other fields of study, from historical and contemporary viewpoint. Prerequisites: Child Development 300, senior standing, and permission of instructor.



Liberal Studies Major

Program Coordinator: J. George

In addition to degrees in individual disciplines, the University offers a Bachelor of Arts in Liberal Studies. This degree is designed to provide students with an opportunity for inter-area or interdisciplinary concentration of their undergraduate programs. The degree requires work in four areas: natural sciences and mathematics, humanities, behavioral sciences, and English. Through course selection from the four areas, students are able to design a major meeting their particular needs.

The Liberal Studies degree also provides waiver of the subject matter examination required for licensing for multiple subjects instruction in the public schools. To qualify for a waiver, a student must take several required courses (see below). Students interested in this program should contact the Division of Undergraduate Studies (Sci I 104, 664-3420).

Requirements for the Major

A. General Education

The Liberal Studies degree has two options, each with different general education requirements. One option is the Multiple Subjects Waiver program, which is required for those wanting to enter the multiple subjects credential program. The other option is a non-credential degree program that is pursued by students interested in a broad-based liberal arts experience.

Completion of the Multiple Subjects Waiver option (including all asterisked (*) courses displayed in the Breadth Requirements section found below) satisfies all of the general education program except for Goals III and XIII. Students pursuing this option must take a Goal III course (or pass the Goal III waiver examination) and a Goal XIII course. The Goal XIII course cannot satisfy a specific major requirement (e.g., the second upper division course requirement in the Humanities Area).

Students who pursue the non-credential option are required to complete the entire general education program and accumulate 72 quarter units required for general education. These units can satisfy portions of the Breadth Requirements. 72 quarter units required for general education. These units can satisfy portions of the major requirements.

B. Breadth requirements:

1. 27 to 36 quarter units in natural sciences and mathematics and specifically the following:
 - a. Physical science course
 - b. Life science course (one of the courses in a and b must have a laboratory component)
 - *c. Science 314
 - *d. Course satisfying the general education math requirement
 - *e. Mathematics 320 and 321
 - f. Other courses to reach a minimum of 27 quarter units
2. 27 to 36 quarter units in behavioral sciences and specifically the following:
 - a. One course from four of the behavioral science areas—Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology.

- b. Completion of the American Institutions Requirement—History 231 or waiver exam and Political Science 101 or waiver exam (may partially satisfy a above).
- *c. One course in the development of the child or the theory of learning to be selected from Psychology 309, 310 and 410 and Sociology 366 (may partially satisfy a above).
- d. Two upper division courses (may partially satisfy a, c, or d above).
- e. Other courses to reach a minimum of 27 quarter units.
3. 27 to 36 quarter units in humanities and specifically the following:
 - a. One course from three of the Humanities disciplines—Fine Arts, Foreign Languages, Philosophy, and Religious Studies.
 - *b. One upper division course in Fine Arts—Art 401.001, Music 401, or Theatre 305 (may partially satisfy c above or d below).
 - c. One or more courses in Spanish are recommended.
 - d. Two upper division courses. (For students pursuing the waiver option, the second course cannot be a Goal XIII.)
 - e. Other courses to reach a minimum of 27 quarter units.
4. 27 to 36 quarter units in English selected to demonstrate competency in the following four areas:
 - *a. In composition, complete English 310 or 410 with a grade of B— or better or score 95 on the Upper Division Writing Competency Exam.
 - *b. In grammar, complete English 319, or 415.
 - *c. In literature, complete one upper division literature course.
 - d. In oral communication, complete Communications 108 or Theatre 232.
 - e. Other courses to reach a minimum of 27 quarter units.
5. Additional upper division course work to bring breadth requirements to a total of 126 quarter units.
- C. Students who want a Liberal Studies degree but are not interested in a multiple subjects credential are relieved from certain Breadth Requirements. Those requirements not applicable are marked with asterisks.
- D. Other Requirements
 1. All majors must accumulate a minimum of 126 quarter units
 2. All majors must accumulate a minimum of 40 upper division units that count toward their program.
 3. All majors must complete at least two upper division courses in each of the four Areas of the Breadth Requirements—natural sciences and mathematics, behavioral sciences, humanities, and English. The Senior Seminar cannot be counted as one of the two courses in an area.
 4. All majors enroll in one course focusing on a United States ethnic or racial minority culture. The course is selected from among the following—Behavioral Science 351, English 477.073, History 466 and 468, Religious

Studies 354, Sociology 327 and 333, or Spanish 424 or 425. This course may be counted toward satisfaction of an Area requirement.

5. All majors complete a Liberal Studies senior seminar. While the seminar cannot satisfy the requirement of two upper division courses in each Area, it can be counted in an area to meet the minimum number of units required in that area.

Bilingual Emphasis within the Liberal Studies Major

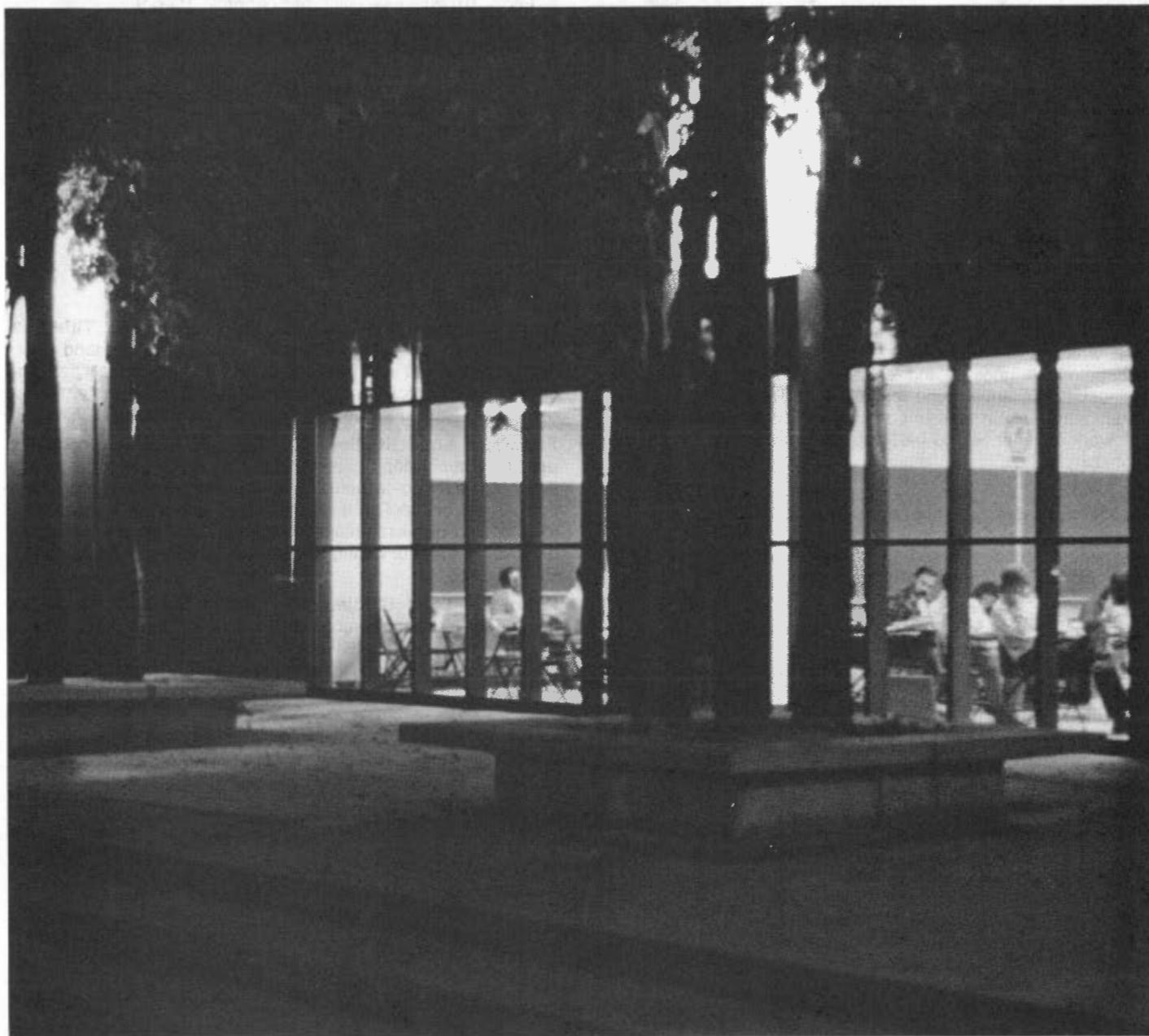
The bilingual emphasis offers a special opportunity to undergraduate students interested in teaching in a bilingual classroom. By completing the supplementary requirements (p. 246) along with the regular Liberal Studies major and credential program, a student can qualify to be a bilingual teacher.

A student interested in the bilingual emphasis needs to contact the Division of Undergraduate Studies (Sci I 104, 664-3420).

Liberal Studies Course

Liberal Studies 490. Senior Seminar (6) Consideration of the nature of the Liberal Studies major. Integration of the course work taken as part of the major. Prerequisites: At least one five-unit, upper-division course taken in each of the four areas of the major. Suffixes identify the disciplinary orientation of the instructor:

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



Petroleum Land Studies Major

Program Coordinator: M. Evans

Petroleum Land Studies Major

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

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

Requirements for the Major

Requirements for the Bachelor of Science degree were developed after consultation with the Bakersfield Association of Petroleum Landmen, an affiliate of the American Association of Petroleum Landmen. Students must complete coursework in basic writing and interpersonal communication skills, as well as in petroleum geology and technology, commercial law, business administration and regulation, and economics. Students are encouraged to complement formal coursework with work experience and participation in student organizations.

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

1. COMMUNICATIONS

Comm 108, Rhetorical Strategies of Communication
Comm 335, Negotiation
Comm 304, Technical & Reporting Writing
One advanced business or legal writing course approved by the advisor

2. MATH, COMPUTERS, AND NATURAL SCIENCE

One computer course approved by the advisor
Math 140, Elementary Statistics
Biol 203, Principles of Ecology
One course from: Geol 201, Physical Geology
Geol 204, Historical Geology
Geol 205, Environmental Geology
One course from: Geol 304, Sedimentation
Geol 307, Structure
Geol 309, Stratigraphy
Geol 460, Petroleum Exploration
Geol 470, Oil Field Development

3. BUSINESS LAW

BA 272, Business Law I
BA 273, Business Law II

Pol Sci 379, Real Property Law
Petr Land St 410, Petroleum Land Titles
Petr Land St 420, Oil & Gas Contracts
In St 369, Environmental Regulation

4. BUSINESS AND ECONOMICS

Acc 201 & 202, Fundamentals of Accounting
Econ 201, 202, Essentials of Economic Theory
Fin 300, Financial Management
One course from: Econ 475, Energy Economics & Policy
Fin 480, Real Estate Finance & Investments
One course from: Mgt 300, Management & Organizational Behavior
Soc 411, Organizational & Admin. Behavior
Psych 432, Industrial and Organizational Psychology

5. PETRL LAND ST 490, SENIOR SEMINAR

Courses

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

Petroleum Land Studies 420. Oil and Gas Contracts (5 units) Examination of contracts in the oil and gas industry. Oil and gas leases; royalties; federal leases; well trades (farms and farmouts); pooling and unitization; operating agreements; joint bidding and exploration agreements. Emphasis placed on developing contract writing and interpretation skills. Prerequisite: BA 272.

Petroleum Land Studies 490. Senior Seminar (6 units) Integration of previous coursework utilizing case studies and class projects. Guest speakers on selected topics relating to the landman profession and career exploration. Ethics of business and negotiation. Prerequisite: PLS 420.

School of Arts and Sciences

(DDH C100, 664-2221)

Dean: Manuel A. Esteban

Associate Dean: Edwin H. Sasaki

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.

Interdisciplinary Programs

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

Interdisciplinary Majors

Interdisciplinary majors are administered by program committees headed by a coordinator. For further information contact the Office of the Dean for the School of Arts and Sciences.

Master of Arts in Behavioral Sciences

Coordinator: Kenneth L. Nyberg
DDH AA204, 664-2109

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

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

Anthropology
Economics
Political Science
Psychology
Sociology

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, agriculture extension specialists, and public health providers, to name but a few.

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

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

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

All students are expected to satisfactorily complete a Masters thesis on a topic of interest to the student, of merit to the field, and worthy of the academy. The thesis is prefaced by a thesis proposal, which must be approved by the student's Advisory Committee prior to the student undertaking work on the thesis.

Arts and Sciences—Interdisciplinary Minors

and receiving Beh.Sci. 695 Thesis credit. A student may elect a comprehensive examination rather than a thesis as the culminating experience for the MA degree in Behavioral Sciences. Students are advised that such circumstances are subject to the approval of the student's Advisory Committee and the coordinator of the Behavioral Sciences graduate program.

ADMISSION

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

A. Any student who has completed the baccalaureate degree may be admitted to CSB as a post-baccalaureate student. **IT SHOULD BE UNDERSTOOD BY ANY PROSPECTIVE DEGREE CANDIDATES, HOWEVER, THAT ADMISSION AS A POST-BACCALAUREATE STUDENT IN THE UNIVERSITY DOES NOT GUARANTEE ADMISSION TO THE PROGRAM LEADING TO THE M.A. IN BEHAVIORAL SCIENCES. IT SHOULD FURTHER BE UNDERSTOOD THAT COURSES TAKEN PRIOR TO FORMAL ADMISSION TO THE DEGREE PROGRAM MAY OR MAY NOT BE APPLICABLE TO THE DEGREE.**
PROSPECTIVE STUDENTS MUST BE ADMITTED TO CSB AND MUST MAKE FORMAL APPLICATION FOR ADMISSION TO THE M.A. IN BEHAVIORAL SCIENCES DEGREE PROGRAM. APPLICATION FORMS ARE AVAILABLE FROM THE DEPARTMENT OF SOCIOLOGY/ANTHROPOLOGY, 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. GPA: 2.5 overall and 3.0 in the major or 1000 Quantitative + Verbal GRE test scores, with no less than a score of 450 on either test.
 - c. In lieu of the requirements listed in 1.b (above), admission to conditionally classified status may be achieved through petition to the Graduate Committee. Students may petition the Graduate Committee upon applying to CSB for admission as post-baccalaureate students. Normally, however, petition for admission to conditionally classified status will occur upon completion of one calendar quarter of graduate study at CSB as an unclassified graduate student.

C. Classified Status

1. All Conditionally Classified students *must* petition for *Classified* Student Status on or before completion of ten (10) units of graduate study.
2. The petition is made in writing by the student, submitted to the coordinator of the Behavioral Science program, and must include:
 - a. A completed "Requirements and Plan of Study" signed by the chair of student's Advisory Committee, and
 - b. Graduate Record Examination (GRE) scores for both the Quantitative and Verbal Sections.

CONTINUATION

A. Continuation in the program is dependent upon (1) the student maintaining a GPA of 3.0 or higher in all graduate work at CSB, (2) achieving no grade less than a C (2.0), and (3) maintaining continuous enrollment. Continuous enrollment is defined as registration for credit bearing

study for three out of every four consecutive academic quarters. Students who have completed their plan of study, but have not completed the thesis must register *every* quarter until the degree is awarded.

B. Students failing to meet these stipulations can be dropped from the program. To re-enter the program, a student will have to reapply, or
C. The student who is dropped from the program may petition the Graduate Committee for reinstatement. Such petitions generally require that the student has taken steps to satisfy the requirements for continuation in the program. There is no guarantee that course work taken to support a petition for reinstatement will be accepted as credit toward the M.A. in Behavioral Sciences.

ADVANCEMENT TO CANDIDACY REQUIREMENTS:

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

ADDITIONAL INFORMATION

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

GRADUATION

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

- A. Completion of 45 quarter units of a planned program, at least 23 of which are at the 500 level or above and at least 32 of which must be earned in residence.
- B. A GPA of 3.0 or better in graduate work at CSB applied toward the M.A. in Behavioral Sciences and at least a C (2.0) in all courses.
- C. Completion of a thesis.

D. All requirements for the M.A. in Behavioral Sciences (including acceptance of the thesis) must be completed before student can participate in graduation ceremonies.

Interdisciplinary Concentrations

Concentration in Chicano Studies

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

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

Requirements:

The satisfactory completion of nine courses approved for the concentration and selected in consultation with the student's advisor and/or 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 98 as required courses for the Chicano Studies Minor.
- B. Six optional courses chosen from those listed on page 98 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 (Economics 664-2460, Biology 664-3089, 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 315—Mass Media, Law and Ethics

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.

Arts and Sciences—Interdisciplinary Minors

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

Religious Studies 111. Religion In Eastern Cultures

Religious Studies 345. India

Religious Studies 348. China and Japan

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

Black Studies Minor

The purpose of the Black Studies Minor is to provide opportunity for students to study a wide range of interdisciplinary subject matter pertaining to the lives and 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 . . . 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 250.001. 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-Creole Caribbean

IN ST 207. Perspectives on Blacks in American Society

Music 381. Music of Black Americans

Political Science 377. Contemporary Political Issues: Black Politics

Sociology 327. Race and Ethnic Relations

Sociology 440. Social Stratification

Chicano Studies Minor

Four courses are required for the Chicano Studies Minor.

Required courses: Three courses (one from each group)

1. History 468, The Chicano Experience

2. Sociology 333, Mexican Americans in Contemporary Society or Sociology 327, Race and Ethnic Relations, or Behavioral Science 351, Social Psychology of the Ghetto/Barrio

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

Optional Courses (select one additional course):

Anthropology 353. Peoples of Mexico

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

History 441. Ancient Mexico

History 442. Colonial Mexico

History 443. Modern Mexico

Spanish 303. Introduction to Hispanic-American Literature

Spanish 416. Contemporary Hispanic-American Poetry

Spanish 419. The Contemporary Hispanic-American Novel

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

Spanish 495. Workshop in Mexican-American Literature

Or other courses approved individually by the Committee

Latin-American Studies Minor

Four courses are required for the Latin-American Studies Minor. The four courses must be distributed across at least two departments.

Anthropology 250.002. Peoples of the World: South American Indians

Anthropology 353. Peoples of Mexico

History 340. Reform and Revolution in Latin America

History 441. Ancient Mexico

History 442. Colonial Mexico

History 443. Modern Mexico

History 435. The Latin American Mind

History 436. Inter-American Relations

History 437. The Afro-Creole Caribbean

Spanish 303. Introduction to Hispanic-American Literature

Spanish 320. Culture and Civilization of Latin America

Spanish 416. Contemporary Hispanic-American Poetry

Spanish 419. The Contemporary Hispanic-American Novel

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

Political Science 309. Government and Politics in Latin America

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 496. Internship in Gerontology
Religious Studies 360. The Meaning of Death

Total of 20 quarter units required.

Speech and Theatre Minor

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

A. Prerequisite for the Minor (5 quarter units)

One course from among the following:

Communications 108. Rhetorical Strategies of Communication
Theatre 232. Acting I

B. Performance (6 quarter units)

Any combination of the following:

Communications 212/412. Intercollegiate Forensics (2)
Theatre 201.001/401.001. Rehearsal and Performance (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
English 373. Images of Women in Literature and Film
Fine Arts 402.002. Contemporary Women in the Fine Arts
French 425. The Novels of Colette in Translation
French 426. French Women Writers in Translation
History 462. Women in History
History 463. The Family in History
Humanities 395. Comparative Literature: Mirror of Western Civilization
Physical Education 430. Women in Sport
Psychology 421. Psychology of Women
Sociology 364. Family and Society

Interdisciplinary Courses

Sociology 365. Sex Roles and Society

Sociology 464. Family and Stress

Behavioral Science 435. Family and Kin Around the World

Interdisciplinary Courses

For a variety of reasons, some courses in the University are offered on an interdisciplinary basis. For 1989-91 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. Recommended: one course in Sociology or Anthropology. Lecture/discussion and one three-hour laboratory.

Behavioral Science 307. Developing Political Systems An examination of political change in developing societies. Emphasis on the study of models of political change and their application in selected African, Asian, or Latin-American nations. Comparative analysis of the economic, cultural, and social requisites of political modernization. Recommended: One course in anthropology or political science. Carries credit in either Anthropology or Political Science.

Behavioral Science 311. Small Group Dynamics Application of principles of social psychology to the understanding of small groups; experimentation and observation in group situations. Lectures and three hours of laboratory. Recommended: One course in political science, psychology, or sociology. Carries credit in Political Science, Psychology, or Sociology.

Behavioral Science 312. Social Psychology Group affiliation, group standards, social perception, reference groups, and other social influences on the behavior of individuals. Topics include: the self and society, attitudes and an attitude change, social perception, attraction and love, aggression and violence, and group dynamics. Lectures and discussion. Recommended: One course in psychology or sociology. Carries credit in either Psychology or Sociology.

Behavioral Science 317. Adulthood and Society Provides an overview of the social and cultural dynamics by which people's lives unfold during the adult life cycle. Primary emphasis is on the inner changes that occur across the life span including early adulthood, the mid-life decade, and the later years. Areas discussed include transition into adulthood, the mid-life crisis, and growing old in America. Recommended: One course in psychology or sociology. Carries credit in either Psychology or Sociology.

Behavioral Science 318. Culture and Personality A survey of the impact of psychology on anthropological studies, focusing on the relationship between cultural processes and personality

characteristics in tribal and modernizing societies. Recommended: One course in anthropology, psychology, or sociology. Carries credit in Anthropology, Psychology, or Sociology.

Behavioral Science 321. Community Politics An examination of mobilization and policy at subnational levels. Emphasis on American metropolitan communities. Major concepts are space, structure, participation, leadership, and change. Policy analysis from the literature and local sources. Lecture and discussion. Recommended: One course in political science or sociology. Carries credit in either Political Science or Sociology.

Behavioral Science 330. Political Psychology Ideology, values, extreme belief and affiliation, leadership, personality factors in politics. Psychological analysis of political and social action techniques. Lectures and discussion. Recommended: One course in political science or psychology. Carries credit in either Political Science or Psychology.

Behavioral Science 331. Political Sociology The cultural and social bases of politics. Political processes in organized groups and social systems. Role of minorities in politics. Selected investigations. Lectures and discussion. Recommended: One course in anthropology, political science, or sociology. Carries credit in Anthropology, Political Science, or Sociology.

Behavioral Science 334. Participant Observation Research Collecting, analyzing, and reporting qualitative data from everyday life, natural social settings. Coverage includes the techniques of participant observation, including establishing rapport, notetaking, ethics of ethnographic fieldwork, and interviewing techniques. Emphasis is on the formulation of a research problem and the use of conceptual and theoretical materials in the analysis of field data. Each student completes a fieldwork project based on data collected in public places, organizations or other community settings. Prerequisite: one previous course in anthropology, sociology or related field. Carries credit in Anthropology or Sociology.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio An analysis of the effects of the cultural, political, economic, and social environment of ghettos and barrios on the values, personal development, and life styles of its residents. Both sociological and social-psychological approaches to explaining the existence of ghettos and barrios and their effects on individuals and society are explored. In addition to using participant observations studies as readings, the course attempts to draw some of its data from study of current conditions in the local community and from the experiences of individual students. Recommended: One course in anthropology, psychology, or sociology. Carries credit in Anthropology, Psychology, or Sociology.

Behavioral Science 382. The Aged An overview of the aged and the aging process in diverse social settings. The course covers biological, intellectual, sexual, and social effects of aging as well as the role of the aged within the family, community, and institutions for the aged. It compares the aged of various cultures, including those few societies around the world where elderly people have found their Shangri-la. Finally, the course considers the different ways in which the aged prepare for (or ignore) the final life process, dying. Recommended: One course in anthropology, psychology, or sociology. Carries credit in Anthropology, Psychology, or Sociology.

Behavioral Science 400. Data Processing in the Behavioral Sciences Development and advancement of concepts, skills and techniques learned in Behavioral Science 300. This will include issues in the philosophy of science, refinement of concepts and operational definitions, inferential statistics and using the computer for crosstab and multi-factor investigation as well

as an introduction to data base usage for research. Each student will be required to complete a research project. Prerequisite: a research methods course or consent of instructor. Lecture/discussion and one three-hour laboratory.

Behavioral Science 401. Evaluation Research Analysis and application of research methodologies appropriate for addressing a variety of evaluation issues. Emphasis is on evaluation research both within organizational contexts and broader community settings. Evaluation, design, methods of data collection, procedures for analysis, and formative and summative reporting. Lectures, discussion and three hours of laboratory. Prerequisites include an introductory statistics course.

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

Behavioral Science 435. Family and Kin Around the World An introduction to alternate family style and kin networks in non-Western and Western societies. Primary attention given to exploring the relationships between types of domestic groups and their cultural context. Recommended: One course in anthropology or sociology. Carries credit in either Anthropology or Sociology.

Behavioral Science 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 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, non-parametric statistics, and techniques of data compilation and analysis. Prerequisite: A college-level course in statistics. Carries credit in Anthropology, Economics, Political Science, Psychology, or Sociology.

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

Behavioral Science 512. Advanced Social Psychology An exploration of theory and research concerning the individual in a social context. Selected topics will be considered in detail,

with emphasis on contemporary issues in social psychology. Prerequisites: Behavioral Science 312 and consent of instructor. Carries credit in either Psychology or Sociology.

Behavioral Science 540. Social Organization Studies and theories of social organization. Includes analyses of large-scale organization in relation to participating individuals, within the context of social change. Carries credit in either Anthropology or Sociology, although not applicable toward requirements for the major.

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

Behavioral Science 699. Individual Graduate Study (1-5) Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor.

Geography 201. 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 241. Geography of Economic Activity in the Twentieth Century Spatial organization of modern man's activities related to production, exchange, and consumption. Evolution and change in the location of major economic (agricultural, commercial, transportation, mineral and industrial) activities. Special attention will be given to the geographic/economic causes and implications of several of the major political-military conflicts of the twentieth century. This examination of the diverse phenomena that influence the location of economic activity will emphasize theory and utilize case studies. Map exercises will be regularly assigned.

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 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'Connor. 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

Interdisciplinary Courses

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

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 ex-

periences, 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 only in History.

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

IN ST 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** Development and experience with scientific processes common to the physical and biological sciences. Emphasis on subject matter appropriate for the application of science processes to science teaching. Laboratory activities focus on the inquiry approach, using equipment and materials from NSF curriculum designs. May not be used for science major and cognate requirements. Three lecture-discussions and two three-hour laboratories. Prerequisites: One life science course and one physical science course, at least one of which should have a laboratory component.**Science 477. Special Topics in Science (1-5)** Special Topics and prerequisites to be announced. May be repeated for different topics.

Biology Department

(Sci 207, 664-3089)

Chair: F. D. Blume

Faculty: C. D. Barrentine, C. J. Bicak, K. W. Gobalet, D. S. Hinds, J. C. Horton, B. E. Michals, L. M. Moe, T. D. Murphy, D. H. Ost, 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

Requirements for the Bachelor of Science degree in Biology are:

1. A minimum of 55 units of lower and upper division * course work in biology:
 - a. Biology 210, 211, 212, 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 412
 - 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 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 Major 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.

- A. Biology 210; 211; 212; 301; 306; 321 and 362, or 322 and 353, 490; three five-unit courses, with appropriate focus, numbered 410, 411, and 412
- B. Chemistry 211, 212, 213
- C. Five units of computer science in Fortran or Pascal
- D. Management 300 and 301 and Marketing 300

- E. An internship in field work experience is recommended.

Requirements For The Major 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 of study provides a broad-based understanding of the demands of dynamic society and the finite limits of the environment to sustain life.

- A. Biology 210, 211; 212, 301, 306, 411.707, 480, and 490
- B. Three courses selected from Biology 321, 322, 410.004, 410.006, and 412
- C. Chemistry 211
- D. Geology 201, 205, and one course selected from 304, 308, or 309
- E. Economics 101 and 445
- F. Five units of computer science in Fortran or Pascal
- G. Additional course work in Economics and Public Policy is recommended, e.g., Economics 102, Beh Sci 321, In St 369, and In St 375

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 (i.e. 302.001) or to select within a course topic an area of interest and develop their own behavioral objectives (i.e. 302.002). The instructor must approve these objectives and assign an appropriate number of units (up to five) prior to registration in the course. It would be possible to take both 302.001 and 302.002 for a total of ten units, but only five units will count toward the major requirements.

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

Biology 301. Design of Biologic Investigations 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.

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.

Biology 311. Microbiology Physicochemical 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. Prerequisite: Chem 203 or 212. Recommended: 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.

Biology 321. Plant Diversity Phylogeny and classification of vascular plants with emphasis on the California flora and field recognition and identification of important plant families and genera characterizing the major floristic regions. 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. Topics and 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 and consent of instructor.

Biology 351. Vertebrate Morphology Analysis of the major groups of vertebrates. Classical anatomy and its interpretation in terms of functions and evolution. Recent advances in analytical techniques are used in studying major adaptations in locomotion, feeding, and energetics. Prerequisite: Biol 210. Recommended: Biol 212 or 255/257.

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 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. Nutrition (3) Basic principles of nutrition and the role of nutrition in growth, development, and disease. Current topics, such as food fads and fallacies, dietary guidelines, and others included. Three lecture-discussions. Prerequisite: Biol 212 or 258, 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 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. Analysis of 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. May be repeated for different topics, such as Analysis of Foods, Agricultural Biology, High Altitude Physiology and Microbial Ecology.

Biology 410.003. 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.

Biology 410.004. Advanced Ecology Biologic problems associated with biological communities; areas of study tentatively include physical and biological environments, population growth and regulation, community development, nutrient and energy flow, and stability in ecosystems. Emphasis will be placed on analytical methods used in the field. Prerequisite: Biol 306.

Biology 410.005. 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.

Biology 410.006. Ecosystem Dynamics Interactions between terrestrial microorganisms and the physical environment. Emphasis is placed on soil ecosystems, their fertility, cultivation, and reclamation. Prerequisite: Biol 306.

Biology 410.008. 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.

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. May be repeated for different topics, such as Virology, Biology of Insects, and Marine Environments.

Biology 411.002. 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.

Biology 411.007. Environmental Assessment Definition and study of problems related to specific issues of environmental impact, mitigating solutions, costs, benefits and consequences.

Biology 411.008. 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.

Biology 411.009. Environmental Stress Identification and study of plant responses to stress in natural and cultivated sys-

tems. Emphasis is placed on contemporary problems of natural and anthropogenic origin. Prerequisite: Biol 306.

Biology 412. Modeling of Biologic Systems Formulation, development, use, and testing of models describing biologic phenomena. Modeling exercises include computer and non-computer techniques to obtain more realistic explanations of the problems. Prerequisites: Biol 301 and CS 140.

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.

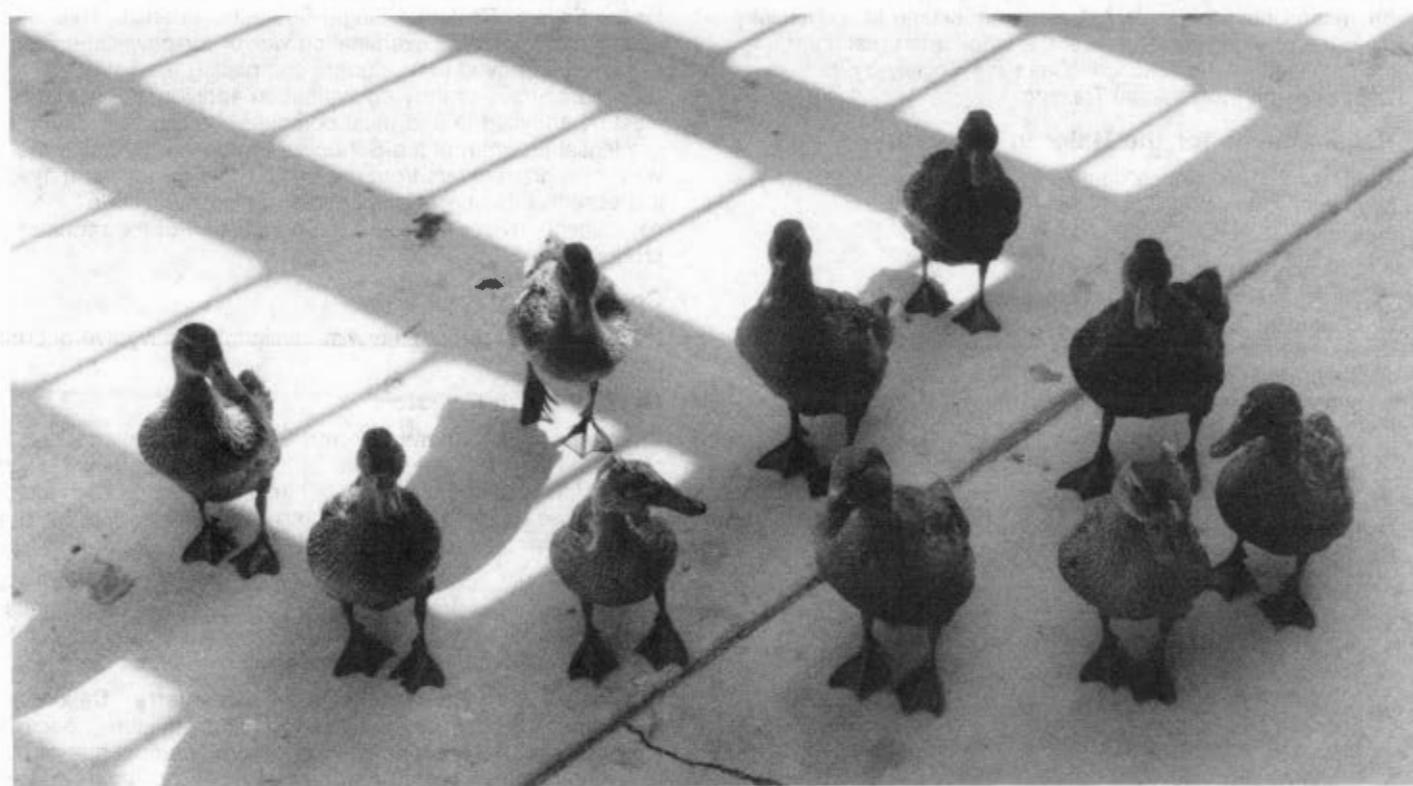
Biology 496. Internship in Biology (1-5) Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility of the faculty 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 577. Advanced Topics in Biologic Science (1-5) Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Biology.

Biology 580. Advanced Research Participation (1-5) Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) May be repeated. Prerequisite: Consent of instructor.



Chemistry Department

(Sci II 273, 664-3027)

Chair: M. L. Dutton

Faculty: K. Cohn, F. Dorer, F. T. Fang, M. J. Gilleland, M. Mikita, P. Moheno

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, Computer Science 140 or 212, and prerequisites for individual courses

Requirements for the Major in Chemistry with a Concentration in Biochemistry

- A. The following twelve courses in chemistry (or the equivalent): Chemistry 211, 212, 213, 331, 332, 340, 351, 352, 353, 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

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 320, 340, 440, or 477.
- C. Cognate areas:
Math 140, 201, 202, 203
Computer Science 140 or 212
Physics 201, 202, 203

Requirements for the Minor

Although no minor is required for the B.S. degree, a minor in Chemistry is available, consisting of 20 units, 10 of which must be in upper division courses.

Teaching Credential—Single Subject

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

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

Chemistry 203. General Organic Chemistry Descriptive chemistry of carbon compounds including structure, reactivity and mechanism. Major focus is on organic compounds of biological and physiological importance. Does not count toward chemistry degree. Prerequisite: Chem 150 or equivalent within

the past five years. Two lectures, one discussion and two laboratories.

Chemistry 211. Principles of General Chemistry I Introduction to chemical stoichiometry, atomic theory, molecular structure, states of matter, chemical bonding and properties of solutions. Periodic properties of the elements, elementary thermodynamics, kinetics and solution equilibria. Prerequisite: High school chemistry or Chem 150 and Math 90 or equivalent. Two lectures, one discussion and two laboratories.

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

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

Chemistry 310. Concepts of Geochemistry Distribution of elements within the earth, their mobilities and interactions during crustal processes. Methods of investigation, application to geologic and environmental studies and petroleum and minerals exploration. Field and laboratory investigations and presentations. Same as Geol 310. Prerequisites: Chem 213, Geol 303. Recommended: Math 201. Includes three laboratory periods.

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 and three laboratories.

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

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

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

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

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

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

Chemistry 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, physicochemical properties and reactivity of classical metal complexes and organometallic compounds; mechanisms of inorganic reactions in aqueous and nonaqueous media. Prerequisite: Chem 352 or consent of the instructor.

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

Chemistry 450. Instrumental Analysis Principles and techniques of modern instrumental analysis including spectrophotometry, chromatography, nuclear magnetic resonance and potentiometry. Prerequisite: Chem 353 or consent of instructor. 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 391.

Chemistry 496. Internship in Chemistry (1-5) Students are assigned to various industries, institutions, or agencies and work under joint supervision of supervisors and the course instructor. Participation in staff and internship conferences. Assigned readings and projects where appropriate. (Arrangements should be made one quarter in advance with the department.) Course may be repeated twice with permission of instructor and department chair. Normally a maximum of six units may be used for major department credit. Units in excess of five may be used for upper division elective credit. Offered on a credit, no-credit basis only.

Chemistry 497. Cooperative Education (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

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for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Graduate Courses

Chemistry 577. Advanced Topics in Chemistry (3) Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Chemistry.

Chemistry 580. Advanced Research Participation (3) Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.



Clinical Sciences Department

(Sci 319, 664-3143)

Chair: L. J. McBride

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

Clinical Faculty:
See Faculty Section p. 252.

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

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

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

Medical Technology Concentration

The Department of Clinical Sciences offers a concentration in Medical Technology leading to a Bachelor of Science degree. The program is accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association. There is a strong clinical element together with a scientific background, all within the liberal arts and sciences focus of the University. Completion of the degree requirements beyond the preclinical course work is accomplished in the senior (clinical) year. The clinical year is a full year in length and is offered at affiliated clinical laboratories approved by the State of California Department of Health Services. 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 the Clinical Sciences major with a concentration in Medical Technology may declare their major as freshmen or at any time thereafter. It is strongly recommended that this be done early to obtain a Clinical Sciences advisor. Careful planning is essential to complete the program within four years.

Admission Policies

Admission to the Medical Technology concentration is contingent upon admission to the University. However, admission to the University and to the concentration do not constitute admission to the clinical year in Medical Technology. Because approved clinical facilities for use in the Medical Technology program are limited, it is necessary to limit the number of students accepted into the clinical year of

the program. For any single year there may be more eligible applicants than can be accommodated.

Applications for admission to the clinical year are handled through the department and are accepted until January 31 for the following fall entry into the clinical year 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.

The Medical Technology Admissions Committee will notify the applicant of its decision in writing. In order to retain admission status, students must communicate their intention to the committee, in writing, within 15 days following notification of admission. Admission status assumes continued eligibility under supplementary and basic admission standards.

Transportation

Students are required to provide their own transportation to and from clinical areas.

Malpractice Insurance

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

Health Insurance

Student health and accident insurance is required prior to entry into the senior (clinical) year laboratory courses and is the responsibility of the student.

Uniforms

Uniforms or laboratory coats are required for entrance to Medical Technology 151 and 400 level Medical Technology courses.

Academic Regulations

A grade of "C" (2.00) is the minimal grade acceptable in any Medical Technology cognate or major course. If an unsatisfactory grade is received in any of the clinical courses it will be necessary for the student to petition the Review Committee which will include the medical director, program director, education coordinator, and department chair in order to obtain permission to repeat the class. Clinical courses may be repeated only once.

Major Requirements

Clinical Sciences:

A. Pre-clinical

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

B. Clinical

1. CLS 414.001, 414.002, 416, 418, 421.001, 421.002, 422.001, 422.002, 426.001, 426.002, 428, 430, 451.001, 451.002, 453.001, 453.002, 490

Cognate:

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

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

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

Certificate Programs

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

Phlebotomist

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

Curriculum Includes:

1. Laboratory and Hospital Orientation
2. Anatomy/Physiology of the Circulatory System
3. Venipuncture Technique
4. Skin Puncture Technique
5. Arterial Puncture Technique (discussion only)
6. Specimen Handling and Processing
7. Patient Relations, Ethics, and Professionalism

8. Quality Assurance in the Laboratory
9. Use of Miscellaneous Lab Equipment
10. Cardiopulmonary Resuscitation Certification

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

Applicants must:

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

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

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

Clinical Laboratory Assistant

This two-year program (70 units) prepares the student to perform tests and related duties in a licensed clinical laboratory under the supervision of a clinical laboratory scientist/medical technologist as prescribed by state law, in clinics, or in physician office laboratories. Clinical laboratory assistants can perform a wide variety of important procedures ranging from collecting blood specimens and staining slides for micro-organisms to analyzing chemical and cellular components of body fluids utilizing automated analytical systems.

Upon successful completion of the program the student is given a certificate by Cal State Bakersfield. Additionally, should a student wish to obtain an A.S. degree, a cooperative program has been arranged with Bakersfield College. The student should consult the department of Life Science or Health Careers at Bakersfield College.

Admission Requirement

Students must meet the regular admission requirements of the university.

Residence Requirement

In order for students to be eligible for a certificate from Cal State Bakersfield a total of 29 units must have been taken at CSB.

Major Requirements

Clinical Sciences:

- A. CLS 151, 260, 314.001, 321.001, 322.001, 326.001, 351, 352, 353.

Cognate:

- A. Engl 110
- B. Chem 150, 203. (Chem 211 and 212 are recommended if planning to complete baccalaureate program.)
- C. Biol 212, 250, 255, 256, 311.
- D. One course in mathematics: statistics.
- E. One course in basic or applied principles of computer science (on approval of advisor).

Medical Technologist Post-baccalaureate

Students who have a baccalaureate degree and a valid trainee license, may apply for the clinical phase (45 units) of the medical technology program. Preclinical course equivalency is determined on an individual basis. In some instances preclinical coursework may be taken concurrently.

Entry into the clinical phase of the program is limited to the number of training positions available at the time, consequently there is an application/selection process prior to the clinical year. Priority for clinical courses is given to students enrolled in the baccalaureate degree program. For specific information regarding admission please request the "Procedures for Admission—Post-baccalaureate Certificate Program" from the Department.

Upon admission students enter the clinical phase of the program at one of the affiliated clinical laboratories. Students register for the clinical courses offered Fall, Winter, and Spring quarters. After successful completion of the 12-month clinical phase students are eligible for both state licensure and national certification examinations. A certificate is awarded by Cal State Bakersfield.

Courses

NOTE: Each course not otherwise designated carries five quarter units of credit.

Health Sciences Courses**Lower Division**

Health Sciences 289. Experiential Prior Learning (variable no. units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

Health Sciences 320. Current Health Problems (3) A study of selected factors pertaining to current public health problems, with emphasis on the physiological and sociological effects of the use of tobacco, alcohol, and drugs, developing self-awareness for health by appropriate utilization of the health system, wellness as a life-long concept through health information, services, fostering physical fitness and knowledge of nutrition, especially for children and young adults, and through stress management.

Health Sciences 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, 314.001, 321.001, 322.001, 326.001, 351, 352, and 353.

Upper Division:

Clinical Sciences 314.001. Medical Microbiology Lecture (3) Study of the isolation procedures and clinical significance of medically important microorganisms (mainly bacteria) will be emphasized. The key points of these organisms' epidemiology and pathogenic mechanisms will be discussed. Three lecture-discussions. Prerequisite: Biology 311.

Clinical Sciences 314.002. Medical Microbiology Laboratory (2) Performance of isolation and identification procedures for medically important bacteria. The development of laboratory skills will be emphasized. Two three-hour laboratories. Prerequisite or concurrent: CLS 314.001.

Clinical Sciences 321.001. Hematology I Lecture (3) Study of formed elements of blood: hematopoiesis, maturation, and cell function. Introduction to blood dyscrasias. Study of the hemostatic mechanism and alterations in disease states. Three lecture-discussions. Prerequisites: Bio 212, Chem 203.

Clinical Sciences 321.002. Hematology I Laboratory (2) Performance of laboratory procedures for enumeration and identification of blood cells. Special testing for diagnosis of anemias and leukemias. Performance of lab procedures for coagulation

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testing. Two three-hour laboratories. Prerequisite or concurrent: CLS 321.001.

Clinical Sciences 322.001. Immunohematology I Lecture (2) Theory of detecting red cell antigens and antibodies. Genetics of red cell antigens. Study of compatibility testing, hemolytic disease of the newborn, causes and investigation of transfusion reaction, transfusion therapy, and causes of discrepancies in pretransfusion testing. Two lecture-discussions. Prerequisites: CLS 321 and 352. A course in genetics is recommended.

Clinical Sciences 322.002. Immunohematology I Laboratory (3) Application of principles and performance of techniques for characterization of red cell antigens and antibodies. Performance of compatibility testing, prenatal and HDN work up, transfusion reactions, quality control, and problem solving. Case histories will be utilized. Three three-hour laboratories. Prerequisite or concurrent: CLS 322.001.

Clinical Sciences 326.001. Clinical Chemistry I Lecture (3) Study of clinical chemistry as applied to diagnosis and treatment of disease. Body constituents, the methods used for their analysis, and clinical correlations will be included. Three lecture-discussions. Prerequisite: two approved courses in Chemistry.

Clinical Sciences 326.002. Clinical Chemistry I Laboratory (2) Performance of clinical chemistry procedures in the determination of body constituents. Methodology evaluation and comparison as well as quality control will be included. Two three-hour laboratories. Prerequisite or concurrent: CLS 326.001.

Clinical Sciences 351. Clinical Microscopy I (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: CLS 321.001.

Clinical Sciences 353. Applied Immunology/Serology (2) The serological reactions commonly performed in the routine clinical setting will be the focus of study for this course. The basic mechanism and the purpose of each test will be discussed. Emphasis is placed on the definitions and the relationship of antigen-antibody reactions. The clinical significance of various test results and the typical human immune response associated with each disease for which each test is performed will also be discussed. One lecture-discussion, one three-hour laboratory. Prerequisites: CLS 352 or permission of instructor.

Clinical Sciences 414.001. Correlations in Clinical Microbiology (2) Theory and correlations of pathophysiology in medical microbiology. Disease processes are approached according to clinical site. Two lecture-discussions. Prerequisite: CLS 314.001.

Clinical Sciences 414.002. Clinical Microbiology Laboratory (6) Techniques and practice in medical microbiology including parasitology, mycology, and bacteriology. Eighteen hours laboratory experience. Prerequisite: admission to the clinical year.

Clinical Sciences 416. Medical Parasitology (2) Isolation and identification techniques of the more common medically important parasites. Life cycles and clinical manifestations of dis-

ease will be emphasized. Two lecture-discussions. Prerequisite: Bio 311.

Clinical Sciences 418. Medical Mycology (2) Culture identification criteria, and clinical relevance of the more common medically important fungi. A brief summary of clinical procedures related to viral, rickettsial, and chlamydial organisms affecting the human host. Two lecture-discussions. Prerequisite: Bio 311.

Clinical Sciences 421.001. Correlations in Hematology (2) Advanced theory of hematology and hemostasis emphasizing hematopathology and disorders of coagulation. Two lecture-discussions. Prerequisite: CLS 321.001.

Clinical Sciences 421.002. Hematology II Laboratory (5) Performance of hematology and coagulation procedures in the clinical laboratory including familiarity with automated instruments and special techniques. Fifteen hours of laboratory experience. Prerequisite: admission to the clinical year.

Clinical Sciences 422.001. Correlations in Immunohematology (2) 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. Two lecture-discussions. Prerequisite: CLS 322.001 or permission of instructor.

Clinical Sciences 422.002. Immunology II Laboratory (3) Applied immunohematology; quality control; solving compatibility problems; donor selection; component therapy. Nine hours of laboratory experience. Prerequisite: admission to the clinical year.

Clinical Sciences 426.001. Correlations in Clinical Chemistry (2) Theory and practical aspects correlating clinical chemistry with pathophysiology. To include blood gases, electrolytes, acid-base balance, liver function tests, renal function tests, carbohydrates, inorganic ions, and enzymes. Two lecture-discussions. Prerequisite: CLS 326.001.

Clinical Sciences 426.002. Clinical Chemistry II Laboratory (6) Applied clinical chemistry. Multiphasic screening and automated analysis in a clinical laboratory 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 326.001.

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 451.001. Correlations in Clinical Microscopy (1) 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 451.002. Clinical Microscopy II Laboratory (1) Experience with performance of procedures and recognition of formed elements of urine to extend understanding of theory of urinalysis and renal function. Three hours of laboratory experience. Prerequisite: admission to the clinical year.

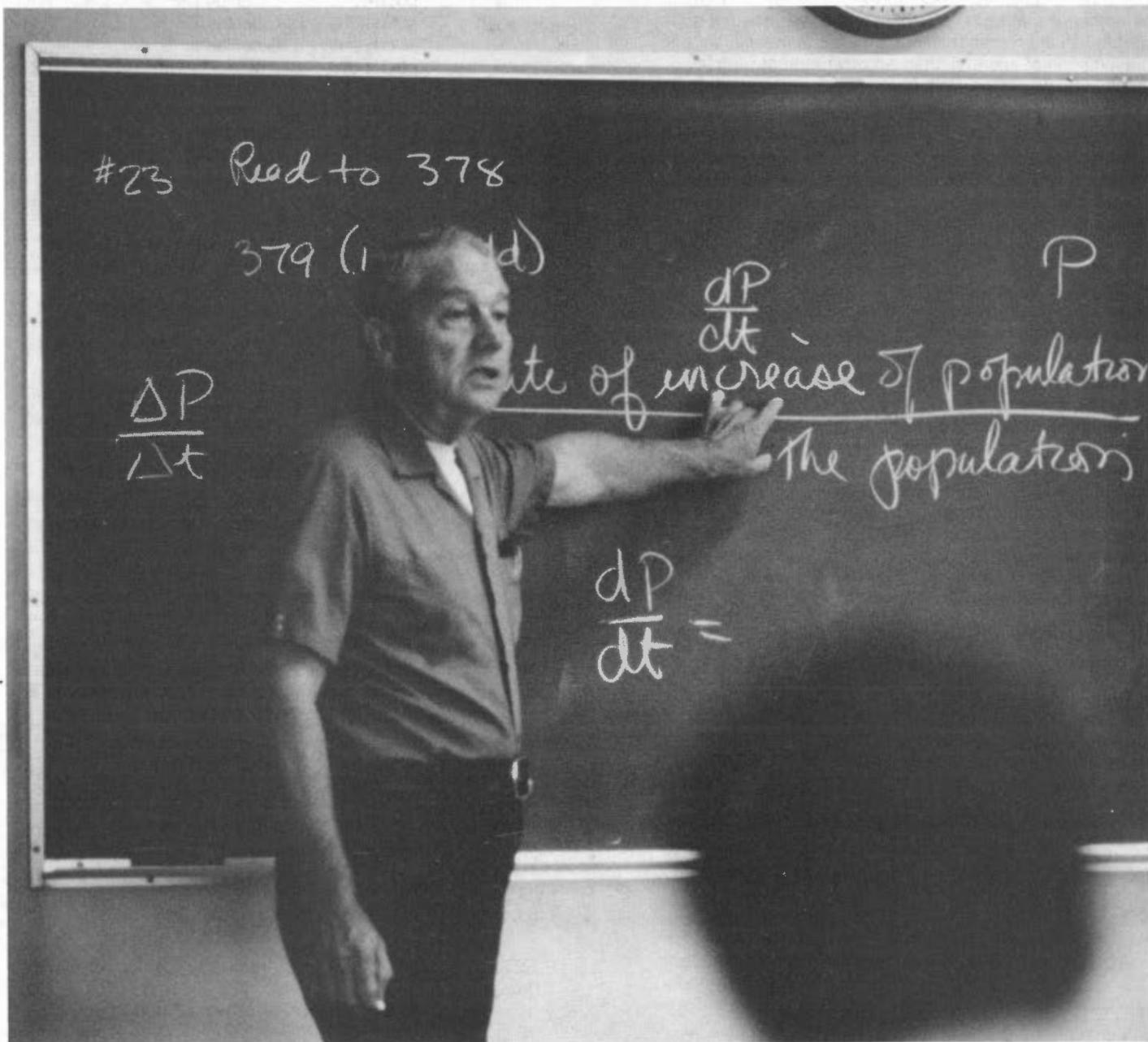
Clinical Sciences 453.001. Correlations in Clinical Immunology/Serology (1) Basic immunological processes as they apply to human models and medical applications including host-antigen interaction and relationship to disease states. More sophisticated immunological assessment of antigen-antibody reactions such as immunofluorescence as well as the traditional serological tests will be discussed. One lecture-discussion. Prerequisite: CLS 353.

Clinical Sciences 453.002. Clinical Immunology/Serology Laboratory (1) Techniques and practice of the common serological tests as well as the immunological assays performed in a clinical laboratory. Three hours of laboratory experience. Prerequisite: admission to the clinical year.

Clinical Sciences 477. Special Topics in Clinical Sciences (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: M. Thomas

Faculty: K. Lee, T. Meyer, L. Taylor, 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 8250 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 micromainframes running UNIX 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 (35 units)	CS 212	Computer Science I
	CS 213	Computer Science II
	CS 220	Assembly Language
	CS 251	Discrete Structures
	CS 311	Data and File Structures
	CS 350	Programming Languages
	CS 360	Intro. Operating Systems
REQ'D (15 units)	CS 320, 320L	Logic Design
	CS 321	Computer Architecture
	CS 490	Senior Seminar/Project

ELECT. (20 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 201	Newtonian Physics
	PHYSICS 202	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 251	Discrete Structures
	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)	15 elective units from: Any CS course except 120, 121, 130, 430 and 431. The following are also permissible electives: COMM 304.	
and		
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. (20 units)	20 elective units from: Any CS course except 120, 121, 170, 430, 431, 496 and 497. The 20 units must include at least 2 upper level courses.	
	TOTAL	(35 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 the computing environment or consent of instructor.

Computer Science 212 (5). Introduction to Computer Science I

The primary goal of this course is to introduce students to structured problem solving and programming with a modern high-level 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 213.

Computer Science 251 (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 277 (1-3). Topics in Programming Languages

A study of programming languages not offered regularly in other programming courses (for example the "C" programming language). Prerequisite: Knowledge of a high-level programming language or consent of the instructor.

Computer Science 305 (5). Numerical Analysis

Cross list with Math 305: Numerical Analysis.

Computer Science 310 (5). Ethical and Societal Concerns

In Computer Science Consideration of ethical questions and societal concerns related to the widespread use of computers and the resulting responsibilities of those involved in computing.

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 320 (4). Logic Design

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. Computer Science 320L must be taken simultaneously. Prerequisites: Computer Science 220 or consent of instructor.

Computer Science 320.001 (1). Logic Design Laboratory

A 2½ hour per week laboratory devoted to the implementation and testing of combinatorial and sequential circuits. Corequisite: Computer Science 320.

Computer Science 321 (5). Computer Architecture

Discussion of the principles of processor organization, machine instructions, addressing modes, memory management, and input/output operations. Prerequisites: Computer Science 320 and 320L.

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. Prerequisite: Computer Science 311.

Computer Science 360 (5). Operating Systems and Systems Software

A study of the 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 (4). 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. Computer Science 420L must be taken simultaneously. Prerequisite: Computer Science 320 and 320L.

Computer Science 420.001 (1). Advanced Logic Design Laboratory

A 2½ hour per week laboratory devoted to implementation of the principles covered in Computer Science 420 as applied to microcomputers. Corequisite: Computer Science 420.

Computer Science 421 (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. Prerequisites: Knowledge of a programming language and consent of the instructor.

Computer Science 431 (3). Topics In Computer Science for Educators Issues and trends in Computer Science education including course-authoring languages, hardware and software developments. Prerequisite: Computer Science 430 or equivalent.

Computer Science 440 (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 (4). Compiler Construction An introduction to the construction of compilers, including lexical and syntactic analysis, code generation, and error detection. Computer Science 450L must be taken simultaneously. Prerequisite: Computer Science 350.

Computer Science 450.001 (1). Compiler Laboratory In this 2½ hour per week lab students will implement a compiler for a given programming language. Corequisite: Computer Science 450.

Computer Science 455 (5). Artificial Intelligence This course is 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 (4). Advanced Operating Systems A continuation of Computer Science 360. Computer Science 460L must be taken simultaneously. Prerequisite: Computer Science 360.

Computer Science 460.001 (1). Advanced Operating Systems Laboratory In this 2½ hour per week lab students will implement a particular operating system (for example, a real-time operating system or a UNIX-like operating system). Corequisite: Computer Science 460.

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. Computer Science 470L must be taken simultaneously. Prerequisite: Computer Science 311 or Computer Science 220.

Computer Science 470.001 (1). Interactive Computer Graphics Laboratory In this 2½ hour per week laboratory, students will implement a small graphics library and write certain applications programs using the library as the course progresses. Corequisite: Computer Science 470.

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). Computer Science 475L must be taken simultaneously. Prerequisite: Computer Science 311.

Computer Science 475.001 (1). Computer Networks Laboratory In this 2½ hour per week laboratory, students will work with various workstations and network hardware residing on our local area Ethernet. Corequisite: Computer Science 475.

Computer Science 477 (1-5). Advanced Topics In Computer Science 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 110, 664-2433)

Chair:

Faculty: J. Webster

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. Upper Division Basic Core Curriculum Requirements:

- Criminal Justice 300 Research Methods in Criminal Justice
- Criminal Justice 310 Criminal Law
- Criminal Justice 371 Theoretical Perspectives in Criminal Justice
- Criminal Justice 490 Senior Seminar in Criminal Justice

B. Criminal Justice System Core Curriculum Requirements:

- Criminal Justice 376 Police Processes and Systems
- Criminal Justice 378 Court Processes and Systems
- Criminal Justice 379 Corrections Processes and Systems
- Criminal Justice 380 Juvenile Justice Processes and Systems
- Criminal Justice 381 Private Security

C. One course in psychology or sociology concerned with issues related to definitions, development of, and response to criminal or delinquent behavior, selected from the following:

- Psychology 315 Abnormal Psychology
- Psychology 316 Personality
- Sociology 324 Sociology of Deviance
- Sociology 325 Sociology of Crime
- Sociology 326 Juvenile Delinquency

D. One course which has relevance for the relationship between the public and criminal justice agencies, selected from the following:

- Behavioral Science 351 Social Psychology of the Ghetto/Barrio
- History 459 Crime in America
- History 466 Black American History Since 1865
- History 468 The Chicano Experience Since 1846
- Sociology 327 Race and Ethnic Relations
- Sociology 464 Family and Stress

E. One course concerned with the administration of the Criminal Justice System, selected from the following:

- Public Administration 471 Administration in the Criminal Justice System
- Public Administration 475 Policy and Planning in the Justice System

F. The following courses are highly recommended as electives for **all** Criminal Justice majors:

- Criminal Justice 400 Principles of Criminal Investigation
- Criminal Justice 477.007 Minorities and the Criminal Justice System
- Criminal Justice 477.010 Crime and Justice as Portrayed in the Cinema and on Television: Fact or Fiction?

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 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.

Criminal Justice Courses

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

Criminal Justice 240 (formerly Village 240). Introduction to Criminal Justice The study of the criminal justice system and how the system deals with the American crime problem. The police, prosecution, trial courts, prisons and the juvenile justice system will be examined in relation to the control of crime.

Criminal Justice 289. Experiential Prior Learning (variable no. units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students, interested students should contact the department office.

Criminal Justice 296. Internship in Criminal Justice (1-5) Supervised field experience in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area.

Criminal Justice 300. Research Methods in Criminal Justice Assumptions of scientific research and issues in philosophy of science. Examination of the relationship between theory and research within the field of criminal justice, with emphasis on basic principles of research design, development of research instruments, and data collection, plus statistical analysis of data and familiarization with computer capability in criminal justice research.

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

Arts and Sciences—Criminal Justice

studies include prosecution and defense decision making in the criminal law process.

Criminal Justice 371. Theoretical Perspectives in Criminal Justice

A systematic examination of the major criminal justice systems. Analysis of the particular theoretical frameworks which guide the police, courts, and corrections in American society. Attention is directed to the relationship between day-to-day functions of the police, courts, and corrections on the one hand and theoretical schemes on the other.

Criminal Justice 376. Police Processes and Systems

Philosophy, theory, and processes of American police agencies at the federal, state, and local level. Analysis of assumptions, policies, and practices. Discussion of strategies for implementing change in police organizations.

Criminal Justice 378. Court Processes and Systems

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

Criminal Justice 379. Corrections Processes and Systems

Philosophy, theory, and 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.

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.

Criminal Justice 381. Private Security

Philosophy and processes of security and law enforcement that protects multi-national and small American industries. Emphasis on the business and private sector of our economy as contrasted with public or government agencies. Analysis of assumptions, policies and practices. Discussion of strategies for implementing change in the private security arena which ranges from private investigation to corporate security management.

Criminal Justice 400. Criminal Investigation

Techniques of criminal investigation from a conceptual viewpoint are analyzed in order to bring the ethical and legal obligations of the investigator into proper perspective. The course emphasizes the need for meticulous adherence to rules of law and ethical practices as investigations proceed from the initial actions taken, when a crime is discovered, through the steps leading to criminal prosecution in a court of law.

Criminal Justice 477. Selected Topics in Criminal Justice

(1-5) Offered periodically as announced. May be repeated for different course content.

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

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

Criminal Justice 490. Senior Seminar in Criminal Justice

(6) Consideration of the nature of criminal justice and its relationship to other field of study, with integration of material from other courses. Prerequisite: Completion of, or concurrent enroll-

ment in, other courses required to complete the major and the minor, or permission of instructor.

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

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

Criminal Justice 497. Cooperative Education

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

Criminal Justice 499. Individual Study (1-5)

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



Economics Department

(MB3 108, 664-2460)

Chair: M. O. Evans

Faculty: R. A. Bilas (On Leave), 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 regularly 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 consider 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. MIS 200 or CS 120 or equivalent proficiency with computers
2. Mathematics 120 and 140
3. Economics 201 and 202

B. Upper Division Requirements

1. Economics 300
2. Economics 301
3. Economics 302
4. Economics 420
5. 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 (see p. 72); or
3. An Interdisciplinary Concentration or Minor (see p. 71).

Requirements for the Major With a Concentration In Applied Economics

A. Lower Division Requirements

1. MIS 200 or CS 120 or equivalent proficiency with computers
2. Math 120 and 140
3. Economics 201 and 202
4. Accounting 201 and 202

B. Upper Division Core Requirements

1. Economics 300
2. Economics 301
3. Economics 302
4. Economics 420
5. Economics 490
6. Finance 300

C. Electives

Three (3) elective courses, one of which must be upper division, selected from Business Administration, Computer Science, Economics, or applied mathematics or statistics 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 (see p. 72); or
3. An Interdisciplinary Concentration or Minor (see p. 71).

Requirements for the Major with a Concentration In Pre-Law

A. Lower Division Requirements

1. MIS 200 or CS 150 or equivalent proficiency with computers
2. Math 140
3. Economics 201 and 202
4. Accounting 201 and 202
5. Communications 108

B. Upper Division Economics Requirements

1. Economics 300
2. Economics 301
3. Economics 302
4. Economics 404
5. Economics 490
6. One (1) Economics elective

C. Upper Division Cognate Requirements

Any three (3) of the following:
Comm 304 Technical and Report Writing
Comm 409 Argumentation
Hist 475 Constitutional History of the U.S.
Phil 334 Law and Morality
Pol Sci 314 Judicial Power and the Constitution
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 (see p. 72); or
3. An Interdisciplinary Concentration or Minor (see p. 71).

(Note: Courses satisfying the cognate requirements are also recommended for inclusion in a Special Minor.)

Requirements for the Minor in Economics

Economics 201 and 202 and two upper division electives.

Requirements for the Minor in International Economics

Economics 201, 202, 311, 410, and 440.

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.

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.

Economics 209. 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 277. A Survey of Contemporary 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 300. Intermediate Microeconomics I 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.

Economics 301. Intermediate Microeconomics II Theory construction and evaluation in the areas of imperfect markets, factor markets, information, uncertainty, intertemporal decisions, market failure and microeconomic policy. Prerequisite: Economics 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 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 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 377. Contemporary 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," p. 71)

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 Policy Evaluation 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. Engineering Economics Private sector investment analysis. Topics chosen from capital rationing, replacement analysis, location analysis, petroleum economics, asset appraisal, and Monte Carlo and risk-profit analysis. Software applications. Prerequisite: Economics 201 and Math 140 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 496. Internship in Economics (1-5) Internships may be arranged by the department with various agencies, business, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, and the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

Economics 497. Cooperative Education The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on

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

Economics 499. Individual Study (1-5) Consent of department.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses," p. 103.)

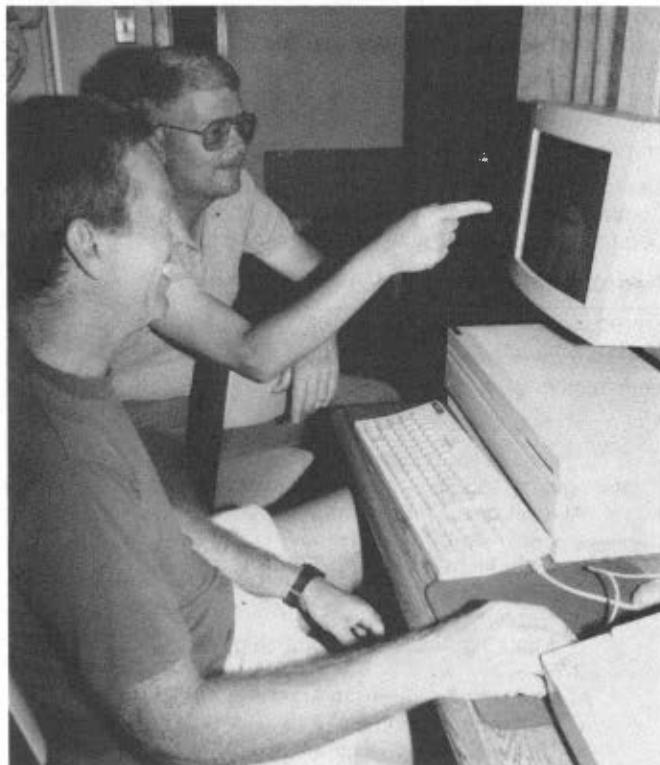
Economics 500. Economic Theory Economic theory for M.B.A. candidates. Application of theory to business analysis. Topics include supply and demand analysis, cost theory, market structure, national income and interest rate determination and economic conditions analysis. (Not open to students who have completed Economics 201 and 202.)

Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses," p. 103.) Not applicable toward requirements for the major.)

IN ST 661. Managerial Economics (For course description, see listing under "Interdisciplinary Courses," p. 103.)

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: J. B. Spencer

Faculty: A. O. Alali, R. F. Boylan, G. W. Byrd, R.S. Carlisle, S. M. Carter, C. B. Ewing, K. Flachmann, M. Flachmann, D. C. Green, G. A. Hudson, M. W. M. Iyasere, S. O. Iyasere, E. K. Jackson, V. K. Lasseter, E. Padilla, D. G. Spencer, 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, 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: 373, 402, 403, 404, 469.

C. English 490. Senior Seminar

D. One of the three options listed below:

1. A special minor consisting of at least 20 quarter units, approved by the student's advisor, 15 of which must be upper division, taken outside the major discipline (p. 69).
2. A minor consisting of at least 20 quarter units.
3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," p. 103).

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.*

The English Department in cooperation with the Fine Arts Department offers a second alternative to satisfy the subject-matter waiver requirements for the State of California Single Subject Credential in English. This English/Drama waiver program involves extensive coursework in English and Theatre Arts. Students should consult an academic advisor in either English or Theatre Arts to assure that their program of study will be approved.

Post-Baccalaureate Certificate in Writing

Certifies the completion of specialized training in writing by those who hold a B.A. degree or an M.A. degree, whether or

not they are involved in a graduate degree program. Candidates for this certificate must complete with a B— or better three specific graduate writing courses, English 504, 505, and 506, and one other writing course at the 400 or 500 level other than English 410 (or 410.900) offered by the English and Communications Department.

Master of Arts in English

The Degree Program

The M.A. degree program in English provides the following: (1) well-balanced programs in literature, literary criticism, and writing for those who wish to end their studies at the master's level and whose primary aim is to teach in a secondary school or community college or to enter a career or profession outside of teaching; (2) advanced training for in-service teachers in this area who wish to improve their professional skills and status; (3) graduate courses for those who wish to continue towards the Ph.D. degree at another institution; (4) continuing education for those who wish to extend their knowledge as an end in itself.

Basic Pattern for the Master of Arts In English with an Emphasis on Literature or on Writing

The basic curricular pattern has been designed to offer (1) a carefully planned and integrated program that insures a basic foundation of professional skills through a common core of courses; (2) two alternative concentrations, one focusing on traditional genres, authors, and periods in English and American literature, the other emphasizing the development of advanced skills in writing and the teaching of composition; (3) more intense training in reading, critical analysis, research, writing, composition theory, and linguistics than is possible in undergraduate work; and (4) both concentration and diversity to intensify and broaden the individual student's experience in the fields of literature, language and communication.

Description of the Basic Pattern

For an emphasis on literature, the basic pattern includes nine courses of five units each, plus English 690 and English 691, chosen in consultation with an advisor and distributed as follows:

1. Methods of Scholarly Research (English 500)
2. Criticism (English 570)
3. Theories of Grammar (English 515) or History of the English Language (English 518)
4. Nineteenth-Century American Literature
5. Twentieth-Century American Literature
6. English Literature, 450–1600
7. English Literature, 1600–1798
8. English Literature, 1798–Present
9. Elective
10. Comprehensive Examination [English 690 (3)]
11. Master's Paper [English 691 (3)]

For an emphasis on writing, the basic pattern includes nine courses of five units each, plus English 690 and English 691, chosen in consultation with an advisor and distributed as follows:

1. Methods of Scholarly Research (English 500)
2. Criticism (English 570)
3. Theories of Grammar (English 515) or History of the English Language (English 518)
4. Approaches to the Analysis of Writing (English 504)
5. Rhetorical Theory (English 505)

6. Problems in the Instruction of Composition Skills (English 506)
7. American Literature (one course)
8. English Literature (one course)
9. Elective
10. Comprehensive Examination [English 690 (3)]
11. Master's Paper [English 691 (3)]

NOTE: a) Students are strongly advised to take English 500, Methods of Scholarly Research, 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

(See Admission of Post-Baccalaureate and Graduate Students, p. 80).

Persons seeking an M.A. in English must first apply to the office of Admissions and Records for admission as **unclassified** graduate students. After admission to the university in the **unclassified** category, students are eligible to take graduate courses in English, but without the assurance that their course work will count as credit towards the M.A. degree at CSUB. After admission to the university in the **unclassified** category, students wishing to become candidates for the M.A. degree should notify the English Department as soon as possible of their intention to apply for **conditionally classified** or **classified status**. They will be asked to have all their college transcripts sent to the English Department. At some time during each quarter, the English Department Graduate Committee will evaluate these documents and assign eligible students a graduate advisor from the English Department to help the students plan their graduate programs. The Graduate Committee will also notify those students not immediately eligible what steps they might take to become eligible for **conditionally classified** or **classified** standing.

Conditionally Classified and Classified Standing

To be considered for "conditionally classified" status, post-baccalaureate students must present all their college transcripts for evaluation by the English Department Graduate Committee. Additionally, post-baccalaureate students lacking the B.A. in English must complete a number of undergraduate English courses, as stipulated by the Committee, prior to applying for "classified" status.

To be considered for "classified" status, post-baccalaureate students must:

- (a) complete two graduate courses with at least a 3.0 average from two different professors, and
- (b) request such advancement by notifying the chair of the Graduate Studies Committee who will present the request to the Graduate Committee.
- (c) additionally, post-baccalaureate students lacking the B.A. in English must complete the stipulated number of undergraduate courses in English prior to applying for classified status.

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 50. Basic Skills Designed to increase vocabulary for reading and writing and to improve basic reading and writing skills. Concentration on reading for main idea, organization, and conclusions and on writing sentences, paragraphs, and essays. Offered in the summer only through the Summer Bridge Program on a credit, no-credit basis. Does not count toward graduation, but units can be applied to financial aid and EOP eligibility.

English 51. Basic Reasoning Skills Concentration on developing reasoning skills for reading and writing, with special attention to analysis of written information. A combination of lecture, discussion, and workshop. Required for students whose English Placement Test scores indicate that they will benefit from special work in logic and organization prior to enrollment in English 100. Offered only on a credit, no-credit basis. Does not count toward graduation, but units can be applied to financial aid and EOP eligibility.

English 53. Basic Writing Skills Designed to develop skills in writing, speaking, and discussing. A combination of lecture, discussion and workshops for students whose previous records or English Placement Test scores indicate that they will benefit from special work in writing prior to enrollment in English 100. Offered only on a credit, no-credit basis. Does not count toward graduation, but units can be applied to financial aid and EOP eligibility.

English 91. English as a Second Language I Intensive review and practice in grammar and essay writing. Given special attention to spoken English with usage of language laboratory. Designed for non-native speakers of English whose TOEFL scores are high enough to enter the university, but who need practice to achieve near native fluency, and whose English Placement Test scores fall below T141.

English 92. English as a Second Language II Intensive work on vocabulary development with special attention to idiomatic expressions. Extended study of sentence structure, essay writing, and aural-oral development. Prerequisite: English 91 or permission of instructor.

English 93. English as a Second Language III Focusing on reading comprehension and reading speed with further development of vocabulary. Continued practice in writing skills including a short report. Prerequisite: English 91, 92, or permission of instructor.

English 99.001. Writing Workshop (1) A combination of lectures, small group meetings, and tutoring designed to supplement English 100. Concentration on drills and additional writing practice when necessary. Required when EPT score falls between T142–146. Offered only on a credit, no-credit basis. Does not count toward graduation, but units can be applied to financial aid and EOP eligibility.

English 99.002. Writing Workshop (1) A combination of lectures, small group meeting, and tutoring designed to supplement English 110. Concentration on drills and additional writing

practice when necessary. Offered only on a credit, no-credit basis. Does not count toward graduation, but units can be applied to financial aid and EOP eligibility.

English 100. English Composition Study of essential rhetorical patterns to help students develop effective college level writing skills. Frequent exercises to review fundamentals of spelling, punctuation, grammar, and syntax. Frequent short papers in a variety of essay modes. Prerequisite: English Placement Test score of between 142 and 154; students scoring between 142 to 146 will be required to register concurrently in English 99 (1 unit).

English 101. Introduction to Literature: Texts and Contexts An introduction to major literary works as they embody traditional forms and enduring themes and as they occur in social, historical, or aesthetic contexts. Includes the study of the four basic genres (poetry, fiction, drama, and non-fiction prose), specific critical approaches to literary analysis and interpretation, and the use of basic research techniques to achieve an understanding of the ideas and methods implicit in great literature. Prerequisite: English 100 or the equivalent. This is a writing intensive class.

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.

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 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 Analysis of contemporary films. Principles of visual and audio communication; idea development using image, movement, pace, the spoken word and other sounds, action and sound relationships. Students may attend local theatres as part of course assignments. Cross-listed as Communications 367.

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 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 understand Biblical allusions in later European literature, to appreciate the texts as literature, and also to show the differences between ancient Hebrew rhetoric and our own. Prerequisite: English 101 or the equivalent or one course from the 200 series in literature or its equivalent.

English 393. Classical Mythology Homer, Virgil, and Ovid analyzed to show the development of various kinds of mythical discourse and the changing nature of "myth" itself. The recurrence of ancient myths in modern thought and literature stressed. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

Humanities 395. Comparative Literature: Mirror of Western Civilization (For course description, see listing under "Interdisciplinary Courses", p. 101.)

English 402. Creative Writing: Poetry Experimental writing, investigation, and discussion of poetry and the creative process, with individual and group analysis of student work. May be repeated for credit.

English 403. Creative Writing: Short Fiction Experimental writing, investigation, and discussion of the short story and the creative process, with individual and group analysis of student work. May be repeated for credit.

English 404. Creative Writing: Plays Experimental writing, investigation, and discussion of plays and the creative process, with individual and group analysis of student work. May be repeated for credit.

English 410. Modes of Writing Study of and frequent exercises in the use of different modes of writing and in the techniques of modifying written communication to suit the purposes of the writer and the needs of the audience. Development of polished prose style. Prerequisite: Grade of "C—" or better in English 110 or its equivalent and upper division standing. Does not count toward the major or minor.

glish 110 or its equivalent and upper division standing. Does not count toward the major or minor.

English 410.900. Modes of Writing—Modularized Study of and exercises in the use of different modes of writing and in the techniques of modifying written communication to suit the purposes of the writer and the needs of the audience. Development of polished prose style. Regularly scheduled conferences with instructor over independently prepared modules plus a limited number of class meetings. 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 469. Modern African Literature An examination of the works of contemporary African writers. Selected literary works of such authors as Chinua Achebe, Wole Soyinka, and Yambo Ouoloquem studied. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 475. Genre Studies Studies in 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", p. 101.)

English 489. Experiential Prior Learning (variable no. units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

English 490. Senior Seminar (6) Consideration of the nature of the discipline. Integration of materials from other courses. Prerequisite: Senior standing and consent of instructor.

English 497. Cooperative Education The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assign-

ments, 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 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 582. Early American Literature Studies in American literature from the Colonial Period to the Civil War. Note: May be repeated with permission of advisor if different course content.

English 583. Later 19th Century American Literature Studies in American Literature from the Civil War to 1900. Note: May be repeated with permission of advisor if different course content.

English 584. Modern American Literature Studies in 20th Century American Literature to WWII. Note: May be repeated with permission of advisor if different course content.

English 585. Contemporary American Literature American Literature since WWII. Note: May be repeated with permission of advisor if different course content.

English 690. Comprehensive Examination (3) A comprehensive examination (oral or written) on a reading list covering major works of English and American Literature. Readings selected in consultation with the student's graduate committee. Prerequisite: successful completion of the graduate course work.

English 691. Master's Paper (3) A carefully designed study of a selected area/topic in literature. Emphasis placed on original insights as contributions to graduate scholarship. Prerequisites: Classified Standing and approval of topic for investigation by the student's graduate committee.

English 699. Individual Study (1-5) Admission with consent of department chair.

Requirements for the Major in Communications

Prerequisites: Students must have satisfied General Education Goals I (Writing and Reading) and II (Speaking, Listening, and Reading) and must also have completed Communications 274 before declaring a major in Communications.

Requirements:

- A. Communications 309. Theories of Communication
- B. Communications 315. Mass Media Law and Ethics

Arts and Sciences—English and Communication

C. Six (6) upper division courses in Communications selected in conformance with one of the following options:

1. *Electronic Media*

a. At least four (4) different courses (20 or more units) selected from the following *core* curriculum:

Communications 301	Communications 378
307	406
308	440
310	445
345	477**
367	496*
368	497*

b. At least two (2) different courses (10 or more units) selected from the following *supplementary* curriculum:

Communications 305 or	Communications 409
MKT 302	412*
303 or 377	414*
306	418*
313 or 380	420*
316 or 376 or	422*
Beh. Sci. 311*	

2. *Print Media*

a. At least four (4) different courses (20 or more units) selected from the following *core* curriculum:

Communications 305 or	Communications 480
MKT 302*	or 481
306 or 481	414*
311	418*
312	420*
313 or 380	422*
314	496*
425	497*
477**	

b. At least two (2) different courses (10 or more units) selected from the following *supplementary* curriculum:

Communications 301 or 378	Communications 345
303 or 377	or 367
307 or 310	406
308	409
316 or 376 or	412
Beh. Sci. 311*	

3. *Speech Communication*

a. At least four (4) different courses (20 or more units) selected from the following *core* curriculum:

Communications 303	Communications 409
316 or 376	477**
330 or 335	412*
377	496*
405	497*

b. At least two (2) different courses (10 or more units) selected from the following *supplementary* curriculum:

Communications 301 or 378	Communications 406
305 or MKT 302*	414*
306	418*
307 or 310	420*
313 or 380	422*
345 or 367	

D. Communications 304 or English 318 or 319 or 415.

E. Communications 490. Senior Seminar

F. One (1) of following options:

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. 71)

2. A minor consisting of at least 20 quarter units.

3. An interdisciplinary concentration or minor in one of the specially developed areas such as Asian Studies, Black Studies, Chicano Studies, Latin-American Studies, Social Gerontology, Women's Studies.

** With appropriate content and advisor's consent.

* Up to 5 units in internship (496, 497), 6 units in activities courses (412, 414, 418, 420, 422), and 5 units from approved offerings outside the department (BA 352 or BehSci 311) may be counted toward the major.

Requirements for the Minor in Communications

The minimum requirements for a minor in Communications are: Four courses totaling 20 quarter units, at the 200 level or above, including Communications 309 and two other upper division courses. List of appropriate courses is available in the department office. Up to six units of credit in activities courses (212/412, 214/414, 218/418, 220/420, 222/422, Theatre 231/431) may be counted toward the minor.

Speech and Theatre Minor

(For requirements, see listing under "Interdisciplinary Minors," p. 105.)

Certificates in Communications

Option I: A student majoring in Communications who completes at least six (6) courses (30 units) from the "core" courses for either Electronic Media, Print Media, or Speech Communication is eligible to receive a certificate recognizing that achievement.

Option II: A student not majoring in Communications who completes at least six (6) courses (30 units), including Communications 309, Theories of Communication, and at least five (5) other courses (25 units) from the "core" of any one of the three options (i.e., Electronic Media, Print Media, or Speech Communication) is eligible to receive a certificate recognizing that achievement.

Option III: A student not majoring in Communications, in consultation with an advisor and the chair of the department, may design a general certificate program, including Communications 309, Theories of Communication, and at least five (5) other courses (25 units) reflecting the general scope of the communications discipline. (A list of appropriate courses and samples of general certificate programs are on file in the department.)

Teaching Credential—Single Subject No teaching credential is issued by the state in Communications. A student planning to teach journalism in the high schools must obtain a credential in English.

Courses

Communications 106. Introduction to Journalism Introduction to the problems of journalism, exploration of print media, audience and resources available in journalistic writing. An overview of the history of popular communication through print. The study of news sources, interviewing, reporting and newswriting, and ethics. Practical exercises in reporting, writing news, and preparing copy for publication. This is a writing intensive class. Prerequisite: English 100 or the equivalent.

Communications 108. Strategies of Public Communication An introduction to practical communication problems with training in the principles involved in listening, public speaking, and advocacy.

Communications 212. Intercollegiate Forensics (2) Participation in intercollegiate debate and individual speaking competition. Practice and theory of debate, extemporaneous speak-

ing, 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 274. Studies in Communication Survey of the role of communication in daily life. Introduction to communications studies, technologies, and skills. Examination of the relationship between theory and practice, the principal issues and vocabulary of the discipline, and the myths and realities about communication professions. Required prerequisite for Communications majors; recommended for Communication minors.

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 301. Broadcasting, Telecommunication, and Society Overview of broadcasting and telecommunication systems. Analysis of the relationships among broadcasting and telecommunication technologies and society. Study of the evolution and impact of national and international communication systems.

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. Prerequisite: Communications 108 and English 110 or its equivalent.

Communications 304. Technical and Report Writing Extensive practice in writing clearly and persuasively in technical and specialized forms such as reports of experiments, abstracts, business reports and proposals, letters, memoranda. Prerequisite: English 110 or its equivalent with a grade of "C—" or better, and upper division standing.

305. Public Relations A study of public relations emphasizing mass communications, and including communications among such entities as business, education, labor, and their various audiences. Expository writing, publicity releases, photography and use of news media in two-way communication.

Communications 306. News Writing Study of contemporary journalism techniques and their influence on the audience they serve. Exercises in news gathering, newspaper writing style and the operation of video display terminals. Prerequisite: English 110 or its equivalent with a grade of "C—" or better, and upper division standing.

Communications 307. Basic Video Production Examination of the theories and development of the skills necessary to work with video equipment. Practice in writing, designing, producing, and editing video programs. Three class demonstration hours and four activity hours per week. A field trip fee may be required. Consult Class Schedule for specific details.

Communications 308. Advertising Practices Theory and practice of advertising. Analysis of current advertising practices utilizing modern communication theory from advertisers' and consumers' perspectives. Application of principles of advertising production in class projects.

Communications 309. Theories of Communication Survey of theoretical approaches to communication processes, analysis of the contributions of fields such as information and systems theory, semantics, linguistics, semiotics, and symbolic interactionism to an understanding of mass communication.

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.

Communications 313. News Editing Analysis of current news editing theories and their application in the publication of a major daily newspaper. Focus on the role of the managing editor. Frequent exercises to develop students' ability to make sound editing decisions.

Communications 314. Photojournalism Analysis of major theories and techniques of photojournalism combined with practice in their application. Three lecture-discussion and four activity hours per week.

Communications 315. Mass Media Law and Ethics Case studies of First Amendment issues and FCC regulation of broadcasting as applied to analysis of legal and ethical issues involved in the production of mass media communications.

Communications 316. Principles of Group Discussion Theory and methods of group discussion, practice in organizing and conducting informal and public discussion for the solving of problems; attention to the role of group discussions in the contemporary world.

Communications 330. Speech Communication Skills for Management Speaking skills necessary for effective management. Includes training in presenting oral reports, using visual aids, interviewing strategies, conducting business conferences, inter-office and interpersonal communications, representing the company in the community, effective listening, and conflict/grievance resolution.

Communications 335. Negotiation Theoretical understanding of the communications concepts of bargaining and negotiation in diverse contexts—business, politics, industry, and labor. Practical skills in communication techniques commensurate with successful negotiating, e.g., role playing, problems solving, interpersonal communication, argumentation, arbitration, and principled negotiation. Emphasis on verbal messages, authority, suggestion, deadlines, timing.

Communications 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. Recommended prerequisite: Communications 314 or permission of instructor.

Communications 367. Film Analysis Analysis of contemporary films. Principles of visual and audio communication; idea development using image, movement, pace, the spoken word and other sounds, action and sound relationships. Students may attend local theatres as part of course assignments. Cross-listed as English 367.

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. Studies in Public Communication (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 and Society Analysis of the social and political functions of the mass media and their impact on public opinion, social mores, and culture.

Communications 380. Technical Editing Principles and practices of editing and adapting written material for in-house dissemination or publication in professional journals, trade journals, and commercial, technical and business magazines. Prerequisite: Communications 304.

Communications 405. Communication in the Organization The nature and flow of communication in organizations and institutions. Theory and techniques of solving communication problems in organizations; practical experience in writing and speaking. Among topics discussed are the organization as a communication system, theory of organization, analytical tech-

niques for evaluating the quality of organizational communication, the use of communication skills to facilitate organizational change.

Communications 406. Writing for the Media Analysis of the specialized forms of writing used in film, photography, radio, and television. Student will examine non-fiction script forms and formats for radio and television news, advertising copy, films, instructional media. Students may work with several media. Recommended prerequisite: Communications 106.

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. Recommended prerequisite: Communications 312: Graphic Communications.

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 477. Special Topics in Communication

(1-5) Study, analysis, and/or production in various media or in speech communication. Specific course content to be determined by instructor. May include directed field study in technical communication. Prerequisite for topics in technical communication: Communications 304.

Communications 480. Advanced Technical Communication Principles and practices of writing material particular to science and technology. Includes expanded definitions, technical descriptions, process explanations, instruction pamphlets, manuals, laboratory reports, proposals, and presentations. Prerequisite: Communications 304.

Communications 481. Advanced Business Communication Principles and practices of writing material particular to business administration, management, and marketing. Includes special purpose letters (request, inquiry, claim, adjustment, accommodation, sales, refusal, credit, collection, good will), promotional literature, news releases, policy statements, informal reports to stockholders, adaptation of the language of contracts, guarantees, and warranties for customers with no legal background. Prerequisite: Communications 304.

Communications 489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Communications 490. Senior Seminar (6) Analysis and application of the methods of communication research, including literature survey, hypothesis formulation and testing, research design, structuring questionnaires, and analyzing data. When possible, students contribute to ongoing faculty research projects. Prerequisite: Communications 309: Theories of Communication. Recommended: a course in statistics.

Communications 496. Internship in Applied and Professional Communication (1-5) Designed to permit the student to gain practical experience in the field of professional communication, primarily at an off-campus site. Students are assigned to various business firms or agencies and work under joint supervision of supervisors and the course instructor-internship coordinator. Requires participation in staff and internship conferences, assigned readings/projects where appropriate. Offered only on a credit/no-credit basis. (Arrangements should be made with the internship coordinator well in advance of the quarter in which the internship is to be taken, as the number of available internships is limited.)

Communications 497. Cooperative Education The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to the approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only.

Communications 499. Individual Study (1-5) Special projects developed by the individual student in consultation with the designated instructor. Admission with consent of department chair.



Fine Arts Department

(FT 303E, 664-3093)

Chair: S. Stone

Faculty: J. Beitem, A. Cahn, J. D. Davis, A. Dupratt, M. Heivly, T. Kerzie, G. Ketterl, J. Kleinsasser, J. Kohl, J. D. Mason, G. R. Mehling, R. Provencio

In addition to providing the total student body with courses that may be taken for general education or elective credit, the department offers a major in Art as well as a major in Fine Arts with concentrations in Music and Theatre Performance. Students may also pursue minors in Art, Music, Theatre, Theatre Technology, or an interdepartmental minor in Speech and Theatre.

Requirements for the Major

The Fine Arts Department offers a major in Art (see p. 140), and a major in Fine Arts with concentrations in Music (see p. 144) and Theatre Performance (see p. 147).

Requirements for the Minor

The Fine Arts Department offers minors in Art (see p. 141), Music (see p. 144), Theatre (see p. 147) and Theatre Technology (see p. 147).

Speech and Theatre Minor

For requirements, see listing under "Interdisciplinary Minors" (p. 103).

Courses

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

Lower Division

Fine Arts 289. Experiential Prior Learning (variable no. units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Fine Arts 299. Individual Study (1-5) Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair.

Upper Division

Fine Arts 477. Special Studies in Fine Arts Individual research and group investigation into the interdisciplinary relationships of the fine arts, concentrating on selected periods. Topics to be covered each quarter will be announced prior to registration.

Humanities 479. Literature and the Other Arts (For course description, see listing under "Interdisciplinary Courses", p. 104).

Fine Arts 489. Experiential Prior Learning (variable no. units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary aca-

demic 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.
 - C. Four courses selected from Art 312, 313, 314, 315, 316, 317, 318, and 319. Any of these courses may be taken three times for credit.
 - D. Three courses selected from Art 343, 344, 345, 346, 347, 348 and 477.
 - E. Art 483 and Art 484.
 - F. Art 490.001 and Art 490.002 (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.

- C. Six courses selected from Art 320, 381, 382, 383, 384, 385, 386, 387, 388, 478, 481, 483 and 484.
- D. Ten units of a single foreign language (French preferred).
- E. Art 490.003 (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. 71).
- B. A minor consisting of at least 20 quarter units designated by another discipline. (Note: Art, Music and Theatre are separate disciplines, so students may concentrate in one of these areas and minor in either of the other two.)
- C. One of the interdisciplinary concentrations or minors (see "Interdisciplinary Concentrations and Minors" on pp. 102-103).

Requirements for the Minor in Art

Four five-unit courses in either art history or studio art, three of which must be upper-division.

Communications majors who wish to minor in Art should be aware that the following courses are recommended: Art 212, 242, 313, and 318 (prerequisite for Photo-Journalism).

Teaching Credential—Single Subject

An approved list of courses in Art and related subjects has been certified by the Commission on Teacher Credentialing as satisfying single-subject examination waiver requirements for the State of California Single Subject Credential. This means that the Examination waiver 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

Art 101. Practice and Appreciation of the Visual Arts Introduction to the elements and nature of the visual arts and to critical awareness of the content, purpose, and value of particular works.

Art 201. Survey of Western Art, Prehistory to ca. A.D. 1400 Key monuments of art in western civilization from man's beginnings through the Medieval Period. Attention is given to philosophical, historical and cultural aspects of each period and civilization studied. Prerequisite: satisfactory completion of or concurrent enrollment in English 100, or the equivalent.

Art 202. Survey of Western Art, ca. A.D. 1400 to Present Key monuments of art in western civilization from the Late Gothic Age to the present day. Attention is given to philosophical, historical and cultural aspects of each period and civilization studied. Prerequisite: satisfactory completion of or concurrent enrollment in English 100, or the equivalent.

IN ST 206. World Archaeology (For course description see p. 108).

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.

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.

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 312.001. Screen Printing I 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 312.002. Screen Printing II 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 312.001 or consent of instructor. Materials fee required.

Art 312.003. Screen Printing III Advanced screen processes, including photo preparation, copy camera technology, and advanced printing techniques including impasto, printing on irregular surfaces, and three-dimensional applications. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisite: Art 312.001 and 312.002 or consent of instructor. Materials fee required.

Arts and Sciences—Fine Arts

Art 313.001. Drawing I 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 313.002. Drawing II 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 313.001 or consent of instructor.

Art 313.003. Drawing III Continuation of advanced drawing concepts. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisites: Art 213, 313.001, and 313.002 or consent of instructor.

Art 314.001. Painting I Continuation of beginning painting, using detailed approach. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisite: Art 214 or consent of instructor.

Art 314.002. Painting II Advanced painting based on concepts and ideas pertaining to painting. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisites: Art 214 and 314.001 or consent of instructor.

Art 314.003. Painting III Continuation of advanced painting concepts. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisites: Art 214, 314.001, and 314.002 or consent of instructor.

Art 315.001. Sculpture I An introduction to materials, technologies, and aesthetic attitudes. Emphasis on an exploratory examination of sculptural concerns within the modern period. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisite: Art 242 or consent of instructor.

Art 315.002. Sculpture II A second-level sculpture course that introduces additional materials, technologies, and aesthetic concerns. The student is involved with exploratory projects as well as with the development of a specific sculptural ideal. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisite: Art 242 and 315.001 or consent of instructor.

Art 315.003. Sculpture III A fundamental course. Sculpture focused on projects designed to develop the personal aesthetic concerns of the students themselves. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisites: Art 242, 315.001, and 315.002 or consent of instructor.

Art 316.001. Ceramics I Procedures of hand-building, throwing, glazing and firing as practiced by the studio potter and the ceramic sculptor. 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 316.002. Ceramics II 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 316.001 or consent of instructor.

Art 316.003. Ceramics III 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 316.002 or consent of instructor.

Art 317.001. Etching I 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 317.002. Etching II 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 317.001. Materials and use fee required.

Art 317.003. Etching III 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 317.001, 317.002. Materials and use fee required.

Art 318.001. Photography I 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. Prerequisite: Art 218. Materials and use fee required.

Art 318.002. Photography II 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. Prerequisite: Art 318.001. Materials and use fee required.

Art 318.003. Photography III Advanced photo processes and aesthetic development, printing, coloring, addition of other graphic processes at the option of the student, elementary color processes, and copy camera technology. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisites: Art 318.001, 318.002. Materials and use fee required.

Art 319.001. Lithography I 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 319.002. Lithography II 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 319.001.

Art 319.003. Lithography III 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 319.001, 319.002.

Art 320. Survey of the Art of the Orient The art and architecture of India, China, and Japan from pre-history to ca. A.D. 1600, with brief consideration of later developments.

Art 343. Drawing Studio Studio experience in the problems and concepts of drawing, using a variety of media. Three discussion hours and four studio-laboratory hours per week. Prerequisite: Art 313 or its equivalent. May be taken only once for credit.

Art 344. Painting Studio Problems and concepts in painting, using a variety of media. Three discussion hours and four studio-laboratory hours per week. Prerequisite: Art 314 or its equivalent. May be taken only once for credit.

Art 345. Sculpture Studio Problems and concepts in sculpture, using a variety of media. One hour of lecture-discussion,

two hours of discussion, and four studio-laboratory hours per week. Prerequisite: Art 315 or its equivalent. May be taken only once for credit.

Art 346. Ceramics Studio Problems and concepts in ceramics using a variety of approaches and techniques. Advanced wheel work, hand-building, and glaze techniques will be explored. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials fee required. Prerequisite: Art 316 or its equivalent.

Art 347. Printmaking Studio Problems in printmaking in a variety of media. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisites: Art 312, 317 and/or 319 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 318 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 401.001. Theory and Practice of Art Using selected studio experiences in drawing, painting, and design and wide reading and viewing, students consider human development in art, and great themes and purposes of art in various societies, the philosophy of the aesthetic experience, and fundamental criteria for making judgments about the quality and value of art around us.

Art 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 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 art and architecture in Europe and the United States from Impressionism to ca. 1970, focusing on major movements and leading artists. Prerequisite: English 110.

Art 484. Contemporary Directions in Art An examination of movements in art since the late 1960s. Particular attention will be paid to the aesthetic premises and development of Post-Modernism and the New Expressionism. Taught in the seminar format. Recommended preparation: Art 483.

Art 489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Art 490.001. Senior Art Project and Exhibition I (3) The production under faculty supervision of a culminating body of work, selections from which will be exhibited in the college gallery. This work will be produced during the student's final two quarters in residence.

Art 490.002. Senior Art Project and Exhibition II (3) Exhibition of work and professional presentation of portfolio. Offered in the Spring quarter only.

Art 490.003. Senior Thesis (6) An extensive research paper on a topic which is an outgrowth of the courses taken by the student in the major and the minor. The topic will be selected in consultation with an advisor and with the consent of the art faculty. A project proposal must have received approval no later than the preregistration period of the student's proposed final quarter.

Art 499. Individual Study (1-5) Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair.

Concentration in Music

Requirements for the Bachelor of Arts degree in Fine Arts with a Concentration in Music (to count toward the concentration, each course must be completed with a grade of C or better):

- A. Music 101, 122, 124, 152, 154, 201, 202, 222, 224. Transfer students may, with the approval of the department chair, substitute appropriate work taken previously.
- B. Five five-quarter-unit upper-division courses in music, including 370A, 370B and at least one course from the 481–485 series.
- C. Participation and credit in one of the following performing organizations during every term of residence after formal registration as a Fine Arts major: University Singers, Cal State Wind Ensemble, Chamber Orchestra, Jazz Ensemble. Music concentrators may apply a maximum of six units of these and other activity courses towards the major.
- D. Music 490.001, 490.002, or 490.003.
- E. Piano proficiency equivalent to Music 356.
- F. Performing proficiency acceptable to the department in piano, voice, and/or another instrument approved by the music faculty. Students must demonstrate this proficiency during each quarter in residence at a jury examination performed before the music faculty. Prior to presenting their senior performance and paper (or, with consent of the music faculty, senior recital), students must pass a performance/recital permission examination performed before the music faculty.
- G. One of the following options:
 1. A special minor (see p. 69).
 2. A minor consisting of at least 20 quarter units designated by another discipline. (Note: Art, Music, and Theatre are separate disciplines, so students may concentrate in one of these areas and minor in either of the other two.)
 3. One of the interdisciplinary concentrations or minors: (see pp. 106–109).

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 ex-

pression; assessment of music's artistic content and its role in society.

Music 120. Introduction to Music Theory (2) Basic concepts of Western musical practice: keys, scales, intervals, chords, notation, rhythm, and meter. Open to all students. May not be used to satisfy requirements of the concentration or minor.

Music 122. Theory I In-depth study of Western tonal practice, c. 1650–1800: Four-part harmony through dominant seventh chords. 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 Fine Arts music concentrators or minors, on a proficiency placement basis. One unit of credit per quarter.

Music 124. Basic Theory Skills (1) Practice in melodic, harmonic, timbral, and rhythmic dictation; sight singing; 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.

Music 202. Survey of Music History II Continuation of Music 201, covering the history of music from the Classical period to the present. For the Music Concentrator or the general student with basic (treble and bass clefs) music reading skills.

Music 220. Chamber Music (1) Study and performance of various instrumental chamber combinations. Groups formed according to instrumentation registering for the class. Performance majors should consult with the applied faculty. A minimum of three class hours per week. One unit of credit per quarter.

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	

Music 222. Theory III Chromatic modulation and twentieth century techniques: jazz harmony, polytonality, atonality, serialism, pandiatonism, 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 Fine Arts music concentrators or minors, on a proficiency placement basis. One unit of credit per quarter.

Music 224. Advanced Theory Skills (1) Advanced-level melodic, harmonic, timbral, and rhythmic dictation; sight singing; score reading; keyboard harmony. Prerequisite: Music 154 or departmental consent. 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 background required. Not open to music concentrators presenting piano to meet overall proficiency requirement in an instrument approved by the department. Registration subject to program and equipment limitations and the approval of the department.

Music 227. Basic Singing Techniques (2) Class instruction in the fundamental techniques of singing. Problems of breath control, tone production, diction, song repertoire, and interpretation. Historical theories of vocal production. No previous background required.

Music 228. Intermediate Singing Techniques (2) Intermediate-level class instruction in fundamental techniques of singing. Problems of breath control, tone production, diction, song repertoire, and interpretation.

Music 229. Advanced Singing Techniques (2) Advanced-level class instruction in techniques of singing. Repertoire building, songs in foreign languages, operatic arias.

Music 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 256. Jazz Ensemble (1) Group performance of stage band repertoire. A minimum of three class hours per week. One unit of credit per quarter.

Music 277. Special Studies in Music (1–5) Classes, individual research, and/or group investigation of selected topics in music. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content.

Music 289. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Music 299. Individual Study (1–5) Special projects devel-

oped by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair.

Music 322. Theory IV (1) Exploration of practices of modal and non-Western music: modes, Medieval notations, instrumental and pitch resources of selected Third World cultures. Prerequisite: Music 152 or departmental consent.

Music 323. Individual Instruction (1) Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to Fine Arts music concentrators or minors, on a proficiency placement basis. One unit of credit per quarter.

Music 324. Orchestration (1) Scoring for string, woodwind, brass, and percussion instruments. Prerequisite: Music 222 or departmental consent.

Music 325. Beginning Conducting (1) Elements of baton technique and development of basic skills common to instrumental and choral conducting.

Music 350. Advanced Conducting (1) Further study of score-reading, advanced conducting and rehearsal techniques. Score preparation and conducting of works in performance.

Music 356. Intermediate Piano—Class Instruction (3) Intermediate study in music reading and practice techniques. Repertoire to cover intermediate piano literature and improvisation. Prerequisite: Music 226 or departmental consent. Not open to music concentrators presenting piano to meet overall proficiency requirement in an instrument approved by the department. Registration subject to program and equipment limitations and the approval of the department.

Music 357. Pedagogy: Principles and Practice (3) Principles involved in the playing and teaching of the regular orchestral instruments. Students are required to play each instrument studied in the class and demonstrate a working acquaintance with the pedagogical knowledge necessary to adequately instruct another person in the following areas:

- .001. **Strings:** Violin, Viola, Cello, String Bass
- .002. **Woodwinds:** Flute, Oboe, B^b Clarinet, Bassoon, Saxophone
- .003. **Brass:** B^b Trumpet, French Horn, Trombone, Euphonium, Tuba
- .004. **Percussion:** Appropriate definite- and indefinite-pitched instruments, as determined by the instructor

Music 370. Form and Analysis I (1) 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 (1) Continuation of Music 370. Prerequisite: Music 370.

Music 375. Counterpoint (1) 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 (1) Survey of opera. Analysis and development of opera from Monteverdi to contemporary.

Music 381. Music of Black Americans (1) 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.

Arts and Sciences—Fine Arts

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 Fine Arts major.

Music 405. Secondary Instrumental Music Methods I Designed for students who intend to become instrumental music teachers in the secondary schools. The place and function of instrumental music in the high school curriculum. Provides opportunity for students to develop skills in rehearsal techniques, program development and organization, philosophies of music education. Prerequisites: Music 370 or consent of instructor.

Music 406. Secondary Instrumental Music Methods II Advanced level study of issues confronted in Music 405. Field trips may be required. Prerequisites: Music 370, 405 or consent of instructor.

Music 410. Secondary Vocal Music Methods I Designed for students who intend to become vocal music teachers in the secondary schools. The place and function of vocal music in the high school curriculum. Rehearsal techniques, program development and organization, philosophies of music education. Prerequisites: Music 370 or consent of instructor.

Music 411. Secondary Vocal Music Methods II Advanced study of issues confronted in Music 410. Field trips may be required. Prerequisites: Music 370, 410 or consent of instructor.

Music 420. Chamber Music (1) Study and performance of various instrumental chamber combinations. Groups formed according to instrumentation registering for the class. Performance majors should consult with the applied faculty. A minimum of three class hours per week. One unit of credit per quarter.

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	

Music 423. Individual Instruction (1) Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to Fine Arts music concentrators or minors, on a proficiency placement basis. One unit of credit per quarter.

Music 425. General Music Methodology Designed for music teachers who wish to develop music classes for the non-performer in the secondary schools. Provides opportunities for the development of skills in the areas of esthetics, creative problem-solving in general music, musicianship for the non-performer, curriculum design, organization and implementation.

Music 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 456. 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). Prerequisite: Music 122 or permission of instructor.

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 490.001. Senior Recital (6) Reserved for those students especially proficient on an instrument. Admission with consent of the music faculty, which must be obtained no later than the preregistration period of the student's proposed final quarter. Consists of a 45–70-minute recital, which must be undertaken in residence.

Music 490.002. Senior Performance and Paper (6) Exhibition of proficiency in a major medium of musical performance,

plus a substantial paper pertaining to the performance. Must be undertaken in residence. Permission for the performance must be obtained from the department chair and a draft of the paper must be submitted to the faculty no later than the preregistration period of the student's proposed final quarter.

Music 490.003. Senior Thesis (6) An extensive research paper on an original topic which is an outgrowth of the courses taken by the student in both the major and the minor. The topic will be selected in consultation with an advisor and with the consent of the music faculty. A project proposal must have received approval from the department chair no later than the preregistration period of the student's proposed final quarter.

Music 499. Individual Study (1-5) Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair.

Concentration In Theatre Performance

Requirements for the Bachelor of Arts degree in Fine Arts with a Concentration in Theatre Performance:

- A. Theatre 271, 272 and 385.
- B. Theatre 232.
- C. Theatre 241 or Theatre 251.
- D. 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.
- E. 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 201.002 or 401.002) or Run of Show (Theatre 201.003 or 401.003), and
 - (b) complete at least three courses as upper-division credit (Theatre 401.001, 401.002 or 401.003).
- F. Theatre 491 and 492.
- G. One of the following options:
 - 1. A special minor (p. 69)
 - 2. A minor consisting of at least 20 quarter units designated by another discipline. (Note: Art, Music and Theatre are separate disciplines, so students may concentrate in one of these areas and minor in either of the other two.)
 - 3. One of the interdisciplinary concentrations or minors (pp. 106-109).

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 of Theatre 201.002, 401.002, 201.003, or 401.003.

Teaching Credential—Single Subject

An approved list of courses in Theatre and related subjects, when combined with specific courses in English literature and composition, has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential in English/Drama. The English/Drama waiver program involves extensive coursework in English and Theatre Arts. Students should consult an academic advisor in either English or Theatre Arts to assure that their program of study

will be approved. 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

Theatre 101. Introduction to the Study of Theatre Study of the aesthetic process by which plays of various types, styles, and periods are translated into theatrical terms and are projected from a stage to an audience and the relevance of that process to the world of which it is a part.

Theatre 132. Introduction to Acting General training and experience in acting for the non-professionally oriented acting student.

Theatre 201.001. Rehearsal and Performance (2) 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 201.002. Technical Theatre Production Laboratory (1) 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 201.003. Run of Show (1) 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 psycho-physical techniques in scene study.

Theatre 233. Acting II Development of material introduced in Acting I with an emphasis on movement in stage performance. Improvisation, concentration, development of basic skills. Prerequisite: Theatre 232 or consent of instructor.

Theatre 234. Acting III Development of material introduced in Acting I and II with an emphasis on vocal technique in stage performance. Prerequisite: Theatre 233 or consent of instructor.

Theatre 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 385. Modern Drama Development of the theatre in the modern period, from the advent of naturalism to the contemporary mixture of realistic and nonrealistic styles. Prerequisite: English 110.

Theatre 401.001. Rehearsal and Performance (2) 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 401.002. Technical Theatre Production Laboratory (1) 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 401.003. Run of Show (1) 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 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 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 461. Directing II Advanced study of the principles and techniques in directing plays of different types; directing and criticism of one-act plays. Production planning, technical rehearsals and working with actors. Prerequisite: Theatre 361.

Theatre 477. Special Studies (1–5) Classes, individual research and/or group investigation of selected topics in theatre. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content.

Theatre 489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Theatre 491. Senior Project: Research (3) In consultation with the instructor, research for and creation of a theatre piece to be produced under Theatre 492. Prerequisite: senior Fine Arts major with a concentration in Theatre Performance, or consent of theatre faculty.

Theatre 492. Senior Project: Production (3) Under the supervision of the instructor, rehearsal and production of a short theatre piece (approximately the length of a one-act play) that shows to best advantage the theatrical skills of the individual. Theatre 492 must be completed during the quarter immediately following the completion of Theatre 491. Prerequisite: Theatre 491.

Theatre 499. Individual Study (1–5) Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair.

Courses in Dance

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

Lower Division

Dance 101. Introduction to the Study of Dance A study of the styles and forms of dance and of its relationship and meaning in the life of the individual and his culture.

Dance 201. Survey of Dance History An overview of main ideas and developments in the history of dance, from early times to the twentieth century.

Dance 232. Dance Rehearsal and Performance (1) Dance performance and production of programs ranging from informal studio presentation to school programs to formal dance concerts. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis. Prerequisite: Audition or departmental consent.

Dance 250. Modern Dance I (1) Basic modern dance technique: floor, barre, center, traveling sequences. Improvisation in space, time, energy. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Dance 251. Modern Dance II (1) Continuation of modern dance technique: floor, barre, center, and traveling sequences. Group dance improvisation and creation of dance studies. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis. Prerequisite: Dance 250 or departmental consent.

Dance 270. Ballet I (1) Fundamentals of ballet technique: barre, center, traveling sequences. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Dance 271. Ballet II (1) Continuation of ballet fundamentals, with additional focus on style of hands, arms, and head. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis. Prerequisite: Dance 270 or departmental consent.

Dance 277. Special Studies in Dance (1–5) Classes, individual research, and/or group investigation of selected topics in dance. Topics to be studied in any particular quarter will be de-

signated before registration. May be repeated for different course content.

Dance 289. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

Dance 432. Dance Rehearsal and Performance (1) Dance performance and production of programs ranging from informal studio presentation to school programs to formal dance concerts. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis. Prerequisite: Audition or departmental consent.

Dance 450. Modern Dance I (1) Basic modern dance technique: floor, barre, center, traveling sequences. Improvisation in space, time, energy. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Dance 451. Modern Dance II (1) Continuation of modern dance technique: floor, barre, center, and traveling sequences. Group dance improvisation and creation of dance studies. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis. Prerequisite: Dance 450 or departmental consent.

Dance 470. Ballet I (1) Fundamentals of ballet technique: barre, center, traveling sequences. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Dance 471. Ballet II (1) Continuation of ballet fundamentals, with additional focus on style of hands, arms, and head. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis. Prerequisite: Dance 470 or departmental consent.

Dance 477. Special Studies in Dance (1–5) Classes, individual research, and/or group investigation of selected topics in dance. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content. Possible focus of studies:

Choreography
Ballet
Dance Education

Dance Notation
Ethnic Dance
Costumes for Dance

Dance 489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Dance 499. Individual Study (1–5) Special projects developed by the individual student in consultation with the designated instructor. 3.0 GPA and consent of department chair.

Foreign Languages Department

(DDH D116, 664-2359)

Chair: J. Reyna

Faculty: H. M. Corral, C. Lozano (Emeritus),
M. A. Esteban, S. Ramondino (Emeritus), J. Schmidt,
J. Yviricu.

The Department of Foreign Languages has the following objectives:

To teach students the four basic skills of understanding, speaking, reading, and writing the languages offered; to foster an interest in and an understanding of other cultures and civilizations; to enhance a student's understanding and control of English through a comparison with the structures of other languages.

According to the area of concentration selected by the student, the Department of Foreign Languages:

Prepares teachers of foreign languages; equips teachers with the basic knowledge and skills needed in the Bilingual/Cross-Cultural Program in Spanish; provides those foreign language skills that are necessary or highly desirable in many career fields, such as medicine, law enforcement, social work, foreign trade, business, government service, diplomatic and military service, translating, interpreting, journalism, and broadcasting.

The Department of Foreign Languages offers a major in Spanish, and minors in French and Spanish.

Requirements for the Major in Spanish

All courses to be counted toward the major in Spanish must be completed with a grade of "C" or better.

The minimum requirements for a Bachelor of Arts degree in Spanish are:

- A. Seven courses from the 300 and 400 series, in addition to the Senior Seminar (Spanish 490). Students are required to plan an acceptable program, in consultation with their advisor, which will include 301-302 (Introduction to Spanish Literature), 311 (Advanced Spanish Grammar), Spanish 320.002 (Hispanic-American Culture and Civilization), and 412 (Introduction to Spanish Linguistics), and two other courses designed to develop and enrich their major interest.
- B. The satisfactory completion of one of the three options listed below:
 1. A special minor (p. 71).
 2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
 3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," pp. 102-103).

Students planning to teach are urged to select courses from the following, in consultation with their advisor: Spanish 320.001 or 320.002, Hispanic-American Culture and Civilization; Spanish 311, Advanced Spanish Grammar; Spanish 415, Workshop in Translation; Spanish 409, Advanced Spanish Syntax; Spanish 413, Contrastive Structures of Spanish and English.

Teaching Credential—Single Subject

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 320.002, Hispanic-American Culture and Civilization; Spanish 409, Advanced Spanish Syntax; Spanish 412, Introduction to Spanish Linguistics; Spanish 413, Contrastive Structures of Spanish and English; Spanish 420, Southwest Spanish; Spanish 422, Children's Literature in Spanish; Spanish 424, Culture and Civilization of Mexico and the Chicano/Mexican-Americans (in English); Spanish 425, Chicano Literature; Spanish 426, Southwest Hispanic Folklore.

Requirements for the Minor in Spanish

A minimum of 20 quarter units of which no more than 10 may be chosen from courses at the 200 level, with the remainder to be selected from courses at the upper division levels. Courses at the 100 level do not count toward the minor.

Requirements for the Minor in French

A minimum of 20 quarter units of which no more than 10 may be chosen from courses at the 200 level, with the remainder to be selected from courses at the upper division levels. Courses at the 100 level do not count toward the minor.

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 104.9xx. Individualized Instruction (5-15) Opportunity for a student to earn credit for French 101, 102, and 103 (15 credits) in one or more quarters. Student must complete at least one module for five (5) credits.

Student proceeds at own pace in completing achievement levels centered around modules of learning, with self-correcting oral and written chapter tests. Each achievement level is equivalent to one quarter. Regular weekly consultations with the instructor are required. Students may be registered at any level at any time.

French 201. Intermediate French Grammar Composition and conversation. An intensive review of French grammar with extensive practice in oral and written expression. Independent laboratory work and cultural readings. Prerequisite: French 103 or four years of high school French or the equivalent, as validated by placement examination.

French 202. Intermediate French A continuation of French 201, designed especially to prepare students for upper division work in language and literature.

French 204.9xx. Individualized Instruction (1-20) Opportunity for a student to earn credit for French 201 and 202 (10 credits) in one or more quarters. Students must complete at least one equivalent module for five (5) credits.

The two five-credit modules (204.901 and 204.902) constitute a complete intermediate review stressing oral and written expression as well as reading. This aspect of the program includes self-paced study of modularized materials, independent laboratory practice, consultation and guidance with the instructor, periodic testing and evaluation.

A student may also earn one to ten units of credit in mini-modularized courses numbered 204.910 to 204.920. Each one-credit packaged self-paced course is designed to aid the student in developing an understanding of an aspect of French culture. Materials used include an automated slide or film-strip program with taped commentary in English. The student will write, in consultation with the instructor, a short research paper, *in English*, on a selected subject. One-unit courses do not count toward the French minor. (See Class Schedule for specific topics offered.)

French 210. Conversational French A course designed to develop fluency in oral communication and to enhance command of vocabulary and grammatical structures. Prerequisite: French 103 or its equivalent.

French 289. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

NOTE: Upper division courses are normally taught in French.

French 301. French Literature I An overview of French literature from the Middle Ages to 1800. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor.

French 302. French Literature II An overview of French literature from 1800 to the present. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor.

French 304.9xx. Individualized Instruction (1-10) Opportunity for a student to earn one to ten units of credit in mini-modularized courses numbered 304.910 to 304.920. Each one-credit packaged self-paced course is designed to aid the student in developing an understanding of an aspect of French culture. Materials used include an automated slide or film-strip program with taped commentary in French. The student will write, *in French*, a short research paper on a selected subject. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor. One-unit courses do not count toward the French minor. (See Class Schedule for specific topics offered.)

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 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.

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 equivalent, or permission of the instructor.

French 410. French Linguistics An introduction to conventional and theoretical linguistics, with a contrastive approach to

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French and English structure. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor.

French 414. French Phonetics An analysis of the French sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the English and French languages. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor.

French 415. Workshop in Translation A study of the components of French grammar in view of practical translation exercises consisting of both French and English texts, to be rendered fluently into the opposite language. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor.

French 425. The Novels of Colette in Translation A study of a selection of Colette's novels with emphasis on her career as a major French novelist. Attention will be given to the history of the novel in France and to Colette's contribution to the twentieth century French novel. All readings will be taught in English translation.

In order to receive credit in the French minor, students are required to do their readings and papers in French.

French 426. French Women Writers in Translation A study of twentieth century French women novelists with a special emphasis on the history and role of the female novelist in France. Attention is given to methods of female and male characterization as well as to the exploration of common themes found in these novels. All readings will be taught in English translation.

In order to receive credit in the French minor, students are required to do their readings and papers in French.

French 477. Selected Topics in French (1-5) Studies in French language or literature, with varying subjects such as Explication of Texts. May be repeated for different course content. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor.

French 489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

French 497. Cooperative Education The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

French 499. Individual Study (1-5) Admission with consent of instructor and department chair.

German Courses

German 101. Introductory German 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 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 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.

Russian Courses

Russian 101. Introductory Russian 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 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 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 An introduction to the nature of the discipline and the fundamentals of Spanish language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week.

Spanish 102. Introductory Spanish A continuation of Spanish 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: Spanish 101, or two years of high school Spanish or the equivalent.

Spanish 103. Introductory Spanish A review of fundamentals. Reading of selected texts, translation and conversation. Two hours of independent laboratory practice per week. Prerequisite: Spanish 102, or three years of high school Spanish or the equivalent.

Spanish 104.9xx. Individualized Instruction (5-15) Opportunity for a student to earn credit for Spanish 101, 102, and 103 (15 credits) in one or more quarters. Student must complete at least one module for five (5) credits.

Student proceeds at own pace in completing achievement levels centered around modules of learning, with self-correcting oral and written chapter tests. Each achievement level is equivalent to one quarter. Regular weekly consultations with the instructor are required. Students may register at any level at any time.

Spanish 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, as validated by placement examination.

Spanish 202. Intermediate Spanish Grammar A continuation of Spanish 201, designed especially to prepare students for upper division work in language and literature.

Spanish 204.9xx. Individualized Instruction (1-10) Opportunity for a student to earn one to ten units of credit in mini-modularized courses numbered 204.910 to 204.920. Each one-credit packaged self-paced course is designed to aid the student in developing an understanding of an aspect of Spanish peninsular or Latin-American culture. Materials used include an automated slide or film-strip program with taped commentary in English. The student will write, in consultation with the instructor, a short research paper, *in English*, on a selected subject. One-unit courses do not count toward the Spanish minor or major. (See Class Schedule for specific topics offered.)

Spanish 210. Conversational Spanish A course designed to develop fluency in oral communication and vocabulary building. Conversations in small groups and discussion of a wide range of topics from contemporary issues, literature, and cultural concerns. Prerequisite: Spanish 103 or its equivalent.

Spanish 289. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

NOTE: Upper division courses are normally taught in Spanish.

Spanish 300. Explication of Texts An introduction to the methodology of the analysis of texts in prose and poetry. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 301. 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 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 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 equivalent, or permission of the instructor.

Spanish 304.9xx. Individualized Instruction (1-10) Opportunity for a student to earn one to ten units of credit in mini-modularized courses numbered 304.910 to 304.920. Each one-credit packaged self-paced course is designed to aid the student in developing an understanding of an aspect of Spanish/Spanish American culture. Materials used include an automated slide or film-strip program with taped commentary in

Spanish. The student will write, *in Spanish*, a short research paper on a selected subject. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor. One-unit courses do not count toward the Spanish minor or major. (See Class Schedule for specific topics offered.)

Spanish 311. Advanced Spanish Grammar An intensive review of Spanish grammar. Designed especially for those planning to teach. Drills, vocabulary building, proficiency in the written and spoken language. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 320.001. Hispanic-American Culture and Civilization An overview of music, arts, literature, customs, institutions and technology, past and present, as they affect the development of Hispanic-American culture and civilization from its beginning to the present day. Course given in English.

Spanish 320.002. Hispanic-American Culture and Civilization Same as Spanish 320.001. Taught in Spanish.

Humanities 395. Comparative Literature: Mirror of Western Civilization (For course description, see listing under "Interdisciplinary Courses".)

Spanish 409. Advanced Spanish Syntax A course in written and verbal stylistics, with emphasis on Spanish syntax. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 412. Introduction to Spanish Linguistics Introduction to phonology, morphology and syntax, as well as historical and sociolinguistic aspects of the Spanish language. Prerequisite: competency in Spanish at the 202 level or permission of instructor.

Spanish 413. Contrastive Structures of Spanish and English An analysis of the phonology, morphology, and syntax of Spanish leading to a contrastive examination of Spanish and English. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 415. Workshop in Translation A study of the components of Spanish grammar in view of practical translation exercises consisting of both Spanish and English texts, to be rendered fluently into the opposite language. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 416. Contemporary Hispanic-American Poetry Aesthetic pronouncements and movements. Reading of representative poets: Vallejo, Mistral, Agustini, Storni, Ibarbourou, Neruda and the New Generation. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 419. The Contemporary Hispanic-American Novel The works of Güiraldes, Asturias, Cortázar, García Márquez, Sábato, Vargas Llosa. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 420. Southwest Spanish An in-depth view of the linguistic, cultural, and psychological aspects of the Spanish dialect(s) spoken in the Southwestern U.S. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 422. Children's Literature in Spanish An examination of children's literature written or available in Spanish. Objective of course is to emphasize predictable difficulties encountered in the use of such materials in a bilingual teaching situation. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Arts and Sciences—Foreign Languages

Spanish 424. Culture and Civilization of Mexico and the Chicano/Mexican-Americans A survey and examination of the music, arts, literature, folklore, customs, institutions, and technology, past and present of Mexico and the Chicano/Mexican-American. Course given in English and/or Spanish. Students taking the course for major or minor requirement must do the course work in Spanish.

Spanish 425. Chicano Literature Textual reading and examination of Chicano literature, to include poetry, short story, novel, and theatre. Course given in English.

Spanish 426. Southwest Hispanic Folklore An introduction to the study of folklore, and a survey of the major Southwest Hispanic folklore genres, including folk literature, folk speech, folk belief, folk art, folk music, and custom. Prerequisite: competency in Spanish at the 202 level or approval of the instructor.

Spanish 477. Selected Topics in Spanish (1-5) Studies in Spanish language or literature. Examples of topics dealt with are:

History of the Spanish Language

Cervantes: *Don Quijote*

Spanish Literature of the Golden Age

May be repeated for different course content. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Spanish 490. Senior Seminar in Spanish (6) Consideration of the nature of the discipline. Integration of knowledge and experience acquired within the student's major area. Prerequisite: Senior standing and consent of the instructor.

Spanish 495. Workshop in Mexican-American Literature A workshop designed to make Spanish speakers aware of their language, history, and cultural heritage. Analysis, discussion, and laboratory work dealing with the problems associated with writing about and by the Mexican-American in the United States. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 497. Cooperative Education The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Spanish 499. Individual Study (1-5) Admission with consent of department chair.

Special Courses

Foreign Languages 280. Independent Study (1-5) Designed to meet the needs of students wishing to do work in classical and other languages not normally offered by CSB. Study on an individual basis under the guidance of an instructor. May be taken on successive levels.



History Department

(FT 304F, 664-3079)

Chair: J. Harrie

Faculty: H. C. Chaney, R. H. Dolkart, J. H. George, H. F. Graham (Emeritus), C. Litzinger, C. Murphy, O. A. Rink, G. Stanley, F. G. Wood

Program Description

History has been called the memory of human group experience, the collective repository of all that has gone on in the past and the emotions, ideals, and values that have given human experience its sense of continuity, causation, and meaning. As an academic discipline it is perhaps the broadest of the liberal arts, certainly the least restricted by subject and scope. It requires the development of analytical skills, the use of deductive and inductive reasoning, the mastery of knowledge from different cultures and epochs, and the ability to express ideas in clear, readable prose. The study of history has practical rewards as well. It provides students with a broad cultural background and inculcates skills of analysis and composition that are considered essential to the study of education, literature, law, government, communications, journalism, public service, and business.

The undergraduate curriculum in History consists of three interlocking but distinct parts. Lower division courses (History 102-299) are developmental courses designed for potential history majors, for students who wish to satisfy specific goals in 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. 76) shall be met by no less than one course in United States History and one other course in United States Government, or respective examinations administered by the History and Political Science Departments. For information about the United States competency examination, see below. For courses that satisfy the United States history portion of the American Institutions requirement, see p. 78.

Examination Procedure Statement

While the Department of History strongly advises all students to meet the history portion of the American Institutions Requirement through classroom experience, alternative methods are offered to those who need to fulfill the requirement by challenge examination. A student who intends to challenge the requirement by examination must apply to the Department of History during the first three weeks of the quarter. A student who waits until the senior year to challenge

the history requirement may jeopardize graduating on schedule. The form of examination is determined in consultation with the American Institutions advisor. Among the choices are the following:

1. SOCRATES Objective Examination (computerized test of pertinent material from American history)
2. Essay examination prepared and evaluated by the American Institutions advisor in the Department of History
3. An alternative examination agreed upon after consultation between the student and the American Institutions advisor

Requirements for the Major

The minimum requirements for a Bachelor of Arts degree in History are:

- A. Lower Division
 1. Western civilization—at least two courses from History 202, 204, 206, or equivalent courses taken elsewhere
 2. United States History survey—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 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. 71).
 2. A minor consisting of at least 20 quarter units within a major program designed by another discipline.
 3. An interdisciplinary concentration or minor in one of specially developed areas (see "Interdisciplinary Concentration and Minors," pp. 102-103).

Requirements for the Minor

The minimum requirements for a History minor are four courses totaling 20 quarter units; three of these courses must be upper division.

Teaching Credential—Single Subject

An approved list of courses in History and related subjects has been certified by the Commission for Teacher

Arts and Sciences—History

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. 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

Admission to the Program

Persons seeking an M.A. in History must first apply to the Office of Admissions and Records for general admission. Upon acceptance by the university students will be considered as unclassified graduate students until they are classified by the Graduate Committee of the History Department. Acceptance by the university does not constitute acceptance in an M.A. program. Students must notify the History Department of their intention to pursue an M.A. degree to ensure the assignment of a graduate advisor. The graduate advisor will ordinarily represent the same field of history as the student's area of emphasis. It is the responsibility of the students to familiarize themselves with the requirements and timetable of the M.A. program. Carelessness in planning can easily delay students' progress. Students should work closely with their advisor in selecting and scheduling courses.

Unclassified Standing

Unclassified standing is automatically accorded a person who possesses an earned baccalaureate degree or its equivalent from an accredited institution.

Classified Standing

Classified standing is accorded when students have satisfied the following criteria:

1. Possession of an earned baccalaureate degree or its equivalent from an accredited college or university; good standing at and eligibility to return to the institution last attended.
2. Completion of an undergraduate history major or its equivalent.
3. Presentation of an overall 3.0 grade point average for the last 90 quarter units (60 semester units) of their undergraduate study and a 3.25 grade point average in all upper division and graduate history courses taken prior to the application for classified standing.
4. Completion, after the baccalaureate degree has been conferred, of no fewer than 15 quarter units, 10 of which must be graduate level, acceptable to the Graduate Committee. No more than 25 quarter units of post-baccalaureate credit taken prior to classification may be applied to the 45–50 total unit requirement for the M.A. degree.
5. Submission to the Graduate Committee of an application for classification, available from the department office, for an M.A. program. Students will then, in consultation with their graduate advisor, submit to the Graduate Committee an M.A. study program.

Degree Programs

There are two plans for the M.A. in History. The Thesis Plan, which lends itself to research and independent study, is designed primarily for students who expect to continue advanced study at a university. The Comprehensive Examination Plan is best suited for those who want a broad,

rather than specialized, background in history and who do not ordinarily plan to pursue a higher degree. It is intended primarily for teachers of history at the secondary and junior college levels. The areas of emphasis are American History, European History, Latin-American History, and Asian History.

1. The Thesis Plan candidate must complete History 501; complete a graduate major area concentration (25 quarter units); complete 10 quarter units of upper division or graduate level elective courses in history or complementary fields; and complete a research thesis (History 697).
2. The Comprehensive Examination Plan candidate must complete History 501; complete a graduate major area concentration (15 quarter units); complete 25 quarter units of upper division or graduate level elective courses in history or complementary fields; complete 1–5 quarter units of independent study (History 698) in preparation for the comprehensive examinations; forward two graduate seminar papers from different instructors to the examination committee as evidence of research and writing competence; and pass two examinations: a written examination in the area of major emphasis, and an oral examination.

Limitations and Other Requirements

1. No grade lower than a C may be counted toward the M.A. in History.
2. Credit/No-Credit courses may not be used.
3. Students who have attained classified status may not pursue the M.A. degree piecemeal. They are required to register for course work each quarter. Students who have only their comprehensive examinations or thesis to complete may enroll in History 697 or 698 to maintain residency. Students may apply for a formal leave of absence if extenuating circumstances prevent them from continuing residency.
4. M.A. candidates have five years from the date of their classification to complete all the requirements for the degree. They may request an extension if there are extenuating circumstances.
5. Not less than 25 quarter units shall be in courses organized primarily for graduate students (courses numbered 500 and above). (TITLE 5, Sec. 40504)
6. Throughout the course of study, a student must maintain a 3.25 history grade point average and a 3.0 overall grade point average.

Courses

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

History 102. The Making of the Modern World, 1750 to the Present An introduction to the major historical events in Western culture which contributed to the shaping of the modern world. Emphasis on the process of modernization in the transformation of Europe, the United States, and the Third World.

History 110.800. 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.

History 204. Western Civilization II The cultural, political, social, economic, and intellectual development of Western civilization from the Renaissance to the end of the Napoleonic era. Readings in the literature and audio-visual explorations of the arts of Western civilization supplement the lectures.

History 206. Western Civilization III The cultural, political, social, economic, and intellectual development of Western civilization from 1815 to the present. Readings in the literature and audio-visual explorations of the arts of Western civilization supplement the lectures.

History 222. (formerly 277.007) From Human Waves to Robotics: the Evolution of Modern East Asia An introduction to the history of modern China and Japan emphasizing the effects of the modern scientific and technological revolutions on these societies. The course will provide a chronological survey of the modern history of each country but the basic approach will be conceptual and will analyze in each society the modern transformation of social structure, culture, political structure, the economy, and international relations.

History 231. Survey of American History to 1865 The colonial foundations; political, economic, social and cultural developments in the emerging United States; the early agrarian republic, the Civil War.

History 232. Survey of American History Since 1865 Reconstruction; problems of an increasingly urban and industrialized society; the United States in World Affairs.

History 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. (formerly 330) History of Africa A survey of African history from the paleolithic era through classical and neoclassical 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: English 110 or its equivalent and upper division standing.

History 301. Greece Developments in Greek Civilization from early times to the reign of Justinian.

History 302. Rome The rise, decline and fall of Roman power from the Italian Expansion to the Successor States.

History 303. Medieval Europe, 500-1100 European social, intellectual, economic and political development from the fall of Rome to the Twelfth Century.

History 304. Medieval Europe, 1100 to Renaissance European social, intellectual, economic, and political development during the High Middle Ages.

History 305. The Renaissance Major figures and movements of the Renaissance.

History 306. The Reformation The origins, course, and consequences of the Protestant Revolt examined within the context of sixteenth-century society. The course focuses upon major figures, forces, and ideas of the age: Luther, Calvin, Loyola; European expansion, the commercial revolution, the religious wars; divine right, toleration, skepticism.

History 307. The Triumph of Science and Reason Major ideas, figures, and influence of the scientific revolution and the enlightenment. The course traces intellectual and social changes which prepared for and accompanied the development of modern science. Emphasis upon the scientific view as a catalyst for intellectual, political and social change from the Renaissance to the French Revolution.

History 308. Europe 1815-1914 Political, social, economic and cultural development of Continental Europe from the Congress of Vienna to the outbreak of World War I.

History 309. Europe Since 1914 The European nations in two World Wars, use and character of totalitarian movements, social and economic development, new intellectual currents, revolt of Asia and Africa against European dominance.

History 310. Modern France Political, social, and cultural development of France from the Revolutionary era to the present.

History 311. Modern Germany An examination of the social, cultural, and political background to the failure of democracy and the rise of Fascism in nineteenth and twentieth century Germany.

History 312. Modern Spain Spanish history from the Spanish American War through the Civil War and Franco dictatorship to the contemporary period of constitutional monarchy.

IN ST 312. Plagues and People: A Biohistorical Examination of Mankind and Disease (For course description, see listing under "Interdisciplinary Courses," p. 108).

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.

Arts and Sciences—History

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. Reform and Revolution in Latin America Latin America's political, social, economic and cultural crisis in the twentieth century. Special emphasis on Latin American films as historical documents.

History 351. Colonial America, 1600–1750 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.

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 405. (formerly 321) Tsarist Russia From the founding of the Romanov dynasty to 1917, with special emphasis on the period from Peter the Great to the Revolution.

History 406. (formerly 322) Soviet Russia Domestic affairs and international relations, 1917 to the present.

History 411. Japan As "Number One": Modern Japanese Labor and Management in Historical and Comparative Perspective Investigation of the historical roots of Japan's twentieth-century economic success; emphasis on the "unique" set of cultural, social, and historical factors which make Japan's economy the world's most productive but its markets the most impenetrable.

History 415. The Longest War: the History of the U.S. in Vietnam Explores the Vietnamese context of the war as well as the reasons for U.S. involvement; the relationship of the war to the domestic and foreign policy of the Kennedy, Johnson, and Nixon administrations; the anti-war movement; the causes of defeat; the plight of the war's veterans.

History 424. All Under Heaven: the History of China from Qin to Qing, 256 BCE–1839 CE Investigation of the social and cultural factors leading to the creation of the world's longest enduring state by the Qin and Han dynasties; the economic revolution which made the Tang and Song empires the richest in the world; the reasons for the decline of China during the Ming and Qing periods.

History 425. The Fall of "Confucius and Sons": the History of China from the Opium War to the Founding of the People's Republic Focuses on social, cultural, and intellectual change in China following the intrusion of Western imperialism; contrasts will be drawn between the conservative response of the traditional leadership of the nineteenth century and the radical response of the nationalist and revolutionary leadership of the twentieth century.

History 426. (formerly 477.046) Revolutionary China, 1949–Present The political, social, and economic history of China from the establishment of the People's Republic to the present including the Great Leap Forward, the Sino-Soviet Split, the Cultural Revolution, the Rise and Fall of the "Gang of Four," and the Four Modernizations under Deng Xiaoping.

History 427. The Era of the French Revolution and Napoleon An analysis of the nature and significance of the Revolutionary and Napoleonic periods and of their impact on the history of France and modern Europe.

History 433. Hitler's Germany An analysis of German society and politics between the two world wars. Topics considered are the failure of democracy, the Nazi rise to power, Nazi social and cultural values, preparation for war, and the character of leadership.

History 435. The Latin-American Mind Intellectual and cultural evolution of the Americas. Special emphasis given to the 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 United States' invasion of Latin America in the 1890s to the Vietnamese War of the 1960s.

History 441. Ancient Mexico The development of Pre-Hispanic civilizations in Mexico from the Olmec to the Aztec.**History 442. Colonial Mexico** The historical evolution of Mexico from Pre-Columbian times through the coming of the Spaniards and the Colonial Period to the War of Independence.**History 443. Modern Mexico** The political, economic, social, and cultural development of the peoples of Mexico in the Nineteenth and Twentieth Centuries.**History 445. The Wild Wild West** This course focuses on the myth and reality of the American West from the Mayflower to the gunfight at the O.K. Corral. It covers expansion and development, politics, economics, geography, ethnic and social groups, and the effect of western expansion on foreign policy; and includes special topics, such as Native Americans, the image of the cowboy, and prostitution on the frontier.**History 450. The Economic and Technological History of the United States** The history of the American economy from the colonial period to the present. An exploration of the changes that occurred in the evolution from a single agrarian economy to an industrial superpower. Special attention is focused on technological developments and the concomitant material and ethical problems.**History 451. History of the Middle Class in America** A search attempting to define the American middle class; its composite nature, life styles, standards, values, and goals as these have been created, satisfied, and thwarted since the beginning of the present century. Students explore middle class history through class discussions based on historical and literary readings.**History 455. The Social Fabric: A History of American Life** American social and cultural history. An examination of the daily life and much of the diversity of American life from early settlement to the present.**History 457. Radicals and Radicalisms of Twentieth Century America** An examination of American radicalism of both the Left and Right. Topics covered range from the "Wobblies" of the World War I period to the Birchers and Weathermen of the 1960s.**History 458. Law, Order and Violence in the American Past** An examination of causal factors which relate to violence in the history of the United States. Special emphasis is given to the impact of social groups, racial issues, international terrorism, and urbanization on American violence.**History 459. Crime in America** Notorious crimes and criminals and their relationship to American life from the Civil War to the present.**History 460. American Intellectual History to 1800: Saints and Sinners** Old World Traditions in New World Conditions; development of the American character; origins of the American Mind.**History 461. Social History of American Thought, 1800 to the Present** An analysis of the changes in the predominant American values and ideas.**History 462. Women in History** A topical approach to the history of women in Western civilization. The course investigates changes in the status, social roles, and behavior of both ordinary women and those who chose not to conform to social norms,

and examines the impact upon society of Western attitudes toward women.

History 463. The Family In History An examination of the family as a form in sexual, social, economic, and political behavior in England, France, and America, 1600-1900. Topics covered include the status of women, childhood, demographic patterns, and historical forms of parenthood.**History 465. History of Black America to 1865** The history of Black America during the slavery era: African origins, the slave trade, slavery during the colonial and national periods, the Civil War, and emancipation.**History 466. History of Black America Since 1865** The struggle for equality since the Civil War: reconstruction, the rise of Jim Crow, Black organizations, the Harlem Renaissance, Negroes in depression and war, the civil rights and black power era.**History 468. The Chicano Experience** The Chicano in the Southwest from the foundations of Aztlan in the Indian period through the Spanish colonization, Mexican governance, Anglo occupation to contemporary Mexican-American society. Emphasis may be on cultural evolution or on socio-political developments.**History 469. History of Asian Americans** Comparative analysis of the historical experience of various Asian groups and their role in the general economic and social history of the United States.**History 472. History of Scientific Thought** Seminar in selected areas in the aspects of scientific thought.**History 475. Constitutional History of the United States** An examination of the historical evolution of the United States Constitution from its formulation in the 1780s to the present. Emphasis is given to the historical changes governing such concepts as due process, rights of the accused, guarantees of equal justice for racial, ethnic, and other minority groups, and the forces in American history that have brought about these changes.**History 477. Special Topics (1-5)** Group investigation of a specific era or topic, with individual research work, papers, and/or examinations as the instructor may require. May be repeated for different course content.**History 489. Experiential Prior Learning (variable units)** Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.**History 490. Senior Seminar (6)** Consideration of the nature of the discipline. Integration of materials from other courses. Relation of history to student's minor field of study. Prerequisite: Senior standing.**History 497. Cooperative Education** The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental fac-

Arts and Sciences—History

ulty. Offered on a credit, no-credit basis only. Department will determine application of credit.

History 499. Individual Study (1-5) Admission with consent of department chair.

Graduate Courses

NOTE: Enrollment in graduate seminars may be at the discretion of the instructor.

History 501. Historiography The development of history as a distinct discipline, and the themes and approaches used by historians.

History 525. Reading Seminar in European History Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 535. Reading Seminar in Asian History Reading in selected topics to be announced each quarter. May be repeated if subject matter is different.

History 555. Reading Seminar in American History Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 565. Reading Seminar in Mexican History and Chicano History Reading in selected topics to be announced each quarter. Special emphasis on materials suitable for prospective teachers. May be repeated if topic is different.

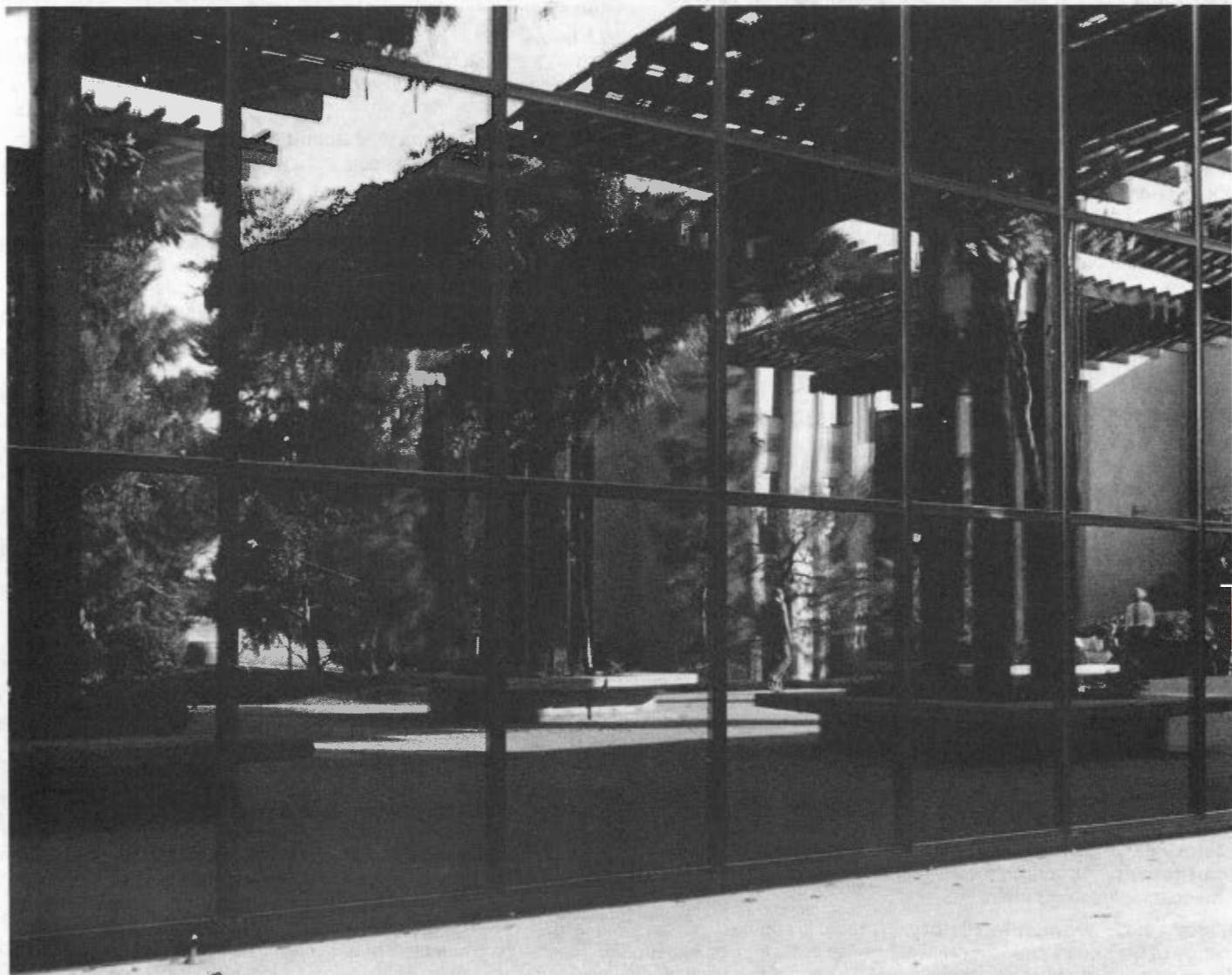
History 602. Research Seminar in European History Research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 608. Research Seminar in American History Research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 697. Master's Thesis (1-5) May be repeated to a maximum of 5 quarter units.

History 698. Comprehensive Examination (1-5) May be repeated to a maximum of 5 quarter units.

History 699. Individual Study (1-5) Admission with consent of department chair.



Department of Mathematics

(Sci 415, 664-3151)

Chair: L. E. Taylor

Faculty: J. Fiedler, P. Dirkse, D. Gove, M. G. El-Ansary, J. W. Hardy, R. Michaelis, K. E. Secor, M. B. Smith, M. P. Thomas, L. F. Webb

Mathematics is a unique and valuable science that can be exciting, enjoyable, and rewarding. The Department of Mathematics provides a collection of mathematics courses designed to challenge and stimulate all open-minded and thoughtful students regardless of individual backgrounds or major interest areas. This is done by combining flexibility, applicability, and historicity in the design of the mathematics curriculum. Furthermore, depth of understanding and appreciation are not sacrificed to quantity; the major emphasis is upon inquiry, creativity, methods, techniques, and thought process rather than bulk of material.

The classroom goal is to discover both the importance and beauty of mathematics by combining lectures with discussions, problem solving sessions, student presentations and any other workable approaches to learning. A student is encouraged to interpret and communicate mathematically with others, to follow self-direction and in-depth study, and to investigate interrelatedness of mathematical concepts. A teacher acts as a resource person, stresses the spirit and point of view of mathematics, and provides for feedback of the relative value of classroom activities.

Upon completion of any mathematics course, students are better equipped to be participants in a highly technological, scientifically complex environment. From a subjective point of view, they should have an improved grasp of the art and beauty of rational reasoning and discourse both as an observer and a participant. From an objective point of view, they should have acquired new skills which, alone or in combination with others, will enhance both an understanding of and performance in the scientific world.

With the completion of a mathematics major, a student will, depending upon the choice of upper division courses, either be prepared to pursue a career in the mathematical sciences or to embark upon a course of graduate study leading to an advanced degree. Specific concentrations that may be selected are: applied mathematics, theoretical mathematics, and the teaching of mathematics. The applied emphasis includes courses in differential equations, numerical analysis, complex analysis, statistics, and partial differential equations. The theoretical studies for graduate school preparation include advanced algebra, real analysis probability and statistics. For the option of a teaching career, the student will be well prepared by courses including geometry, algebra, probability and statistics; by contacts with the teaching faculty; and by experience gained through student presentations in discussion and laboratory periods.

Requirements for the Major in Mathematics

Students seeking a Bachelor of Science degree in Mathematics must complete at least seventy units in Mathematics and Computer Science, including the following (or equivalent):

- I. For the major in Mathematics:
 - A. Math 201, 202, 203, 204, 300, 303, 330, 331, 340
 - B. Computer Science 140 or 212
 - C. One of the following patterns:
 1. Theoretical Mathematics: Three of the following: 302, 402, 412, 420, 430
 2. Applied Mathematics: Three of the following: 302, 305, 339, 341, 402, 412
 - D. Mathematics 490—Senior Seminar
- Cognate areas: Competency, including one upper division course, approved by the department, in a related discipline.

Requirements for the Minor

Although no minor is required for the B.S. degree, a minor in Mathematics is available, consisting of 20 units, 10 of which must be in upper division courses. These courses are to be chosen by the student subject to the approval of a Mathematics department advisor.

Teaching Credential—Single Subject

An approved list of courses in Mathematics 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 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 of the School of Education.

The courses required to complete a waiver program are more restrictive and very specific. To satisfy the waiver requirements, the student must complete the following (or equivalent):

- A. Mathematics 140, 201, 202, 203, 204, 300, 303, 330, 331, 340, 420, 430, 490.
- B. One of the following: Mathematics 302, 305, 339, 341, 402, 412.
- C. Computer Science 140 or 212.
- D. At least two five-unit courses in either Physics, Chemistry, Biology, or Geology.

Mathematics Courses

NOTE: Each course carries five quarter units of credit unless otherwise designated.

Lower Division

Mathematics 60. Arithmetic (Formerly Math 54.001) The arithmetic of fractions, decimals, exponents and radicals, percents, ratios, proportions; simple statistics; business and consumer applications; word problems. Does not count toward graduation. Recommended for students who score below 350 on the ELM.

Mathematics 70. Arithmetic, Geometry, and Pre-Algebra (Formerly Math 54.015) Business and consumer applications (with the use of a calculator); geometry (perimeter, area, and volume), Pythagorean theorem, similar triangles; operations of real numbers; solutions of first degree equations; word problems. Does not count toward graduation. Prerequisite: Successful completion of Math 60 or score 350 or higher on the ELM.

Mathematics 80. Algebra (Formerly Math 54.002) Operations with real numbers, polynomials, and rational expressions; exponents and radicals; solutions of first and second degree equations. Does not count toward graduation. Prerequisite: Successful completion of Math 70, or score 390 or higher on the ELM.

Mathematics 90. Intermediate Algebra (Formerly Math 105) Systems of linear equations; inequalities; polynomial equations; the factor and remainder theorems; factorial exponents and radicals; the function concept; exponential and logarithmic functions and equations; applied problems. Does not count toward graduation. Prerequisite: pass the ELM.

Mathematics 103. Mathematical Analysis with Applications Some aspects of elementary logic; axiomatic approach to the structure of number systems; emphasizing deductive reasoning and algebraic manipulation; functions; analytic geometry as a synthesis of disciplines; applications integrated into the above topics. Prerequisite: Pass ELM * and one of the following: two years of high school algebra and/or geometry; Math 90, or equivalent.

Mathematics 106. Elementary Functions Functions and graphs; polynomial and rational functions; exponential and logarithmic functions; trigonometric and inverse trigonometric functions and their graphs; trigonometric identities and equations; solution of triangles and applications; complex numbers and their trigonometric form. Prerequisite: Pass ELM * and completion of Math 90 with a grade of C— or better.

Mathematics 120. Introduction to Quantitative Methods in Business Matrix algebra and systems of equations, analytic geometry, basic concepts of differential calculus and introduction to integral calculus. Applications from the areas of business and economics. Prerequisite: Pass ELM * and one of the following: two years of high school algebra and/or geometry; Math 90, or equivalent.

Mathematics 140. Elementary Statistics Descriptions of sample data; exploratory data analyses; elementary probability; binomial, normal, "t", chi-square, F and other distributions; basic concepts of sampling and sampling distributions; estimation and hypothesis testing techniques; non-parametric methods; linear regression and correlation; introduction to multiple regression. Applications to fields including business, natural sciences, social sciences, and humanities. Use of computer via statistical packages such as MINITAB. Prerequisite: Pass ELM * and one of the following: two years of high school algebra; Math 90 or equivalent.

Mathematics 201. Calculus I Introduction to differential calculus of elementary functions with associated theoretical foundations. Emphasis on techniques and applications of differenti-

ation. Prerequisite: Pass ELM * and Math 106 or the equivalent with a grade of C— or better.

Mathematics 202. Calculus II Introduction to integral calculus and more applications of differentiation with associated geometry (i.e. conics). Emphasis on techniques and application of integration. Prerequisite: Math 201 (with a grade of C— or better) or the equivalent.

Mathematics 203. Calculus III Calculus including sequences, infinite series, power series, polar coordinates, plane and space vectors, lines and planes in space; linear algebra including solutions to linear systems using matrices and row reduction, algebra of matrices, determinants. Prerequisite: Math 202 (with a grade of C— or better) or the equivalent.

Mathematics 204. Calculus IV Vector functions, plane and space curves, introduction to multivariable calculus including multiple integrals, partial differentiation, Green's Theorem, Stoke's Theorem. Prerequisite: Math 203 (with a grade of C— or better) or the equivalent.

Mathematics 277. Contemporary Topics in Mathematics (1-5) Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced.

Mathematics 289. Experiential Prior Learning Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

Mathematics 300. Sets and Logic An investigation of the fundamental tools used in mathematical proofs including: sentential and predicate calculus, topics from naive set theory: Cartesian products, partitions, equivalence relations, functions, countability, and mathematical induction. This course relies heavily on problem solving in the context of an axiomatic system to illustrate the correct use of the logical tools and methods discussed. Prerequisite: Mathematics 203 or permission of the instructor.

Mathematics 302. Ordinary Differential Equations First-order differential equations; linear differential equations; linear systems; Laplace transform and its application to solutions of linear differential equations and systems; series solutions of second-order linear equations and/or numerical solutions of differential equations; topics in nonlinear differential equations and systems; applications. Prerequisite: Math 203 or permission of the instructor.

Mathematics 303. Introduction to Analysis Development of a rigorous foundation for topology and abstract analysis; open and closed sets; sequences and series; continuity and differentiability; the Riemann integral. Prerequisite: Math 300.

Mathematics 305. Numerical Analysis Number representation and basic concepts of error; numerical solutions of nonlinear equations and systems of equations; interpolation and extrapolation; numerical differentiation and integration; numerical solution of ordinary differential equations; approximation by spline functions. Prerequisite: CS 140 or CS 212 and Math 203 or permission of the instructor.

* Exemption from ELM only by other test scores (such as SAT) or by certification of completion of general education requirement. (See p. 52 for explanation of ELM.)

Mathematics 320. An Introduction to Number-Systems Principles of arithmetic and algebra for elementary and junior high school. Cardinality, sets, functions, relations, numeration systems, properties and operations of the system of: whole numbers, integers, and rational numbers. Number theory. Use of estimation, mental arithmetic, calculators, logical thinking, and problem solving will be integrated throughout the course. A calculator with a memory and scientific notation is required. This course may not be used to satisfy mathematics major or minor requirements. Prerequisite: Passage of the ELM, 3 years of college preparatory mathematics with at least C grades (algebra/geometry/algebra) or equivalent.

Mathematics 321. Basic Concepts of Geometry and the Real Numbers Topics selected from the following: Real numbers, non-metric geometry, properties of points, lines, planes, curves, space, polygons, polyhedra; relations in geometry—congruence, similarity, parallelism, and perpendicularity; concepts related to measure. A calculator with a memory and scientific notation is required. This course may not be used to satisfy mathematics major or minor requirements. Prerequisite: Mathematics 320 with a grade of C— or better or equivalent and pass the ELM, 3 years of college preparatory mathematics with at least C grades (algebra/geometry/algebra) or equivalent.

Mathematics 330. Linear Algebra Matrices; systems of linear equations; vector spaces, dimensions, linear independence; spaces associated with amtrix; basis, change of basis, orthogonal bases; linear transformations, matrix representation; eigenvalues and eigenvectors, diagonalization; quadratic forms. Prerequisite: Math 300 or Comp Sci 251.

Mathematics 331. Algebraic Structures Mappings, relations, binary operations; groups; rings; integral domains and fields. Prerequisite: Math 300.

Mathematics 339. Intermediate Statistics Techniques of multivariable data analyses and modeling including: linear and multiple regression and correlation; non-linear regression; analysis of variance and covariance analysis. Use of statistical packages. Prerequisite: Math 140 or equivalent course.

Mathematics 340. Probability Theory Mathematical models; sample spaces and events; combinatorial and occupancy problems; axiomatic probability; conditional probability and Bayes Theorem; random variables, expected value, and functions of random variables; probability mass and density functions and distribution functions for both discrete and continuous variables; waiting times and queues; joint distribution for discrete variables. Prerequisites: Math 203, Math 300 or CS 251.

Mathematics 341. Mathematical Statistics Derivations of sampling distributions and their properties: estimation of parameters; theory of confidence intervals and hypothesis testing; properties of estimators and tests; likelihood ratio tests; power and most powerful tests. Prerequisites: Math 340 and Math 204.

Mathematics 402. Partial Differential Equations Classical partial differential equations; orthogonal sets of functions; Fourier series and integrals; Bessel functions and applications, Legendre polynomials and applications. Prerequisite: Math 302 and 204.

Mathematics 412. Complex Variables Complex numbers; analytic functions; conformal mapping; integrals; Cauchy's theorem and the calculus of residues; power series; analytic continuation. Prerequisite: Math 204 and Math 300.

Mathematics 420. Foundations of Geometry Axiomatic approach to Euclidean geometry; distance, congruence, similarity, separation betweenness, inequalities, parallel postulate coordinate systems, constructions, area, length, and volume; introduction to non-Euclidean geometries. Prerequisite: Math 300.

Math 422. Topics in Mathematics Relevant to Elementary and Intermediate Education (4 units) Topics drawn from: elementary probability and statistics; calculators and computers in Mathematics Education; estimation; problem solving and logical reasoning. Prerequisite: Completion of Math 321 with a grade of C— or better.

Math 425. Topics in Mathematics Relevant to Secondary Education Historical background of mathematics as well as topics selected from the following: geometric constructions; theory of equations; graph theory; combinatorics; perspectives on modern mathematics. With the permission of the department this course may be used to substitute for the Math 490 requirement. Prerequisite: Math 300.

Mathematics 430. Number Theory Elementary theory of the natural numbers, including prime numbers and divisibility; congruences; number-theoretic functions and selected topics. Prerequisite: Math 300.

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

Mathematics 480. Research Participation (1-5). Individual study, under supervision, in mathematical investigation. May be repeated. Prerequisite: Consent of instructor.

Mathematics 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.

Mathematics 490. Senior Seminar Presentation of papers and discussion by faculty and students. Prerequisite: Major or minor in Mathematics; Math 300.

Mathematics 496. Internship in Mathematics (1-5). Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

Mathematics 497. Cooperative Education (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

Mathematics 577. Advanced Topics in Mathematics (1-5). 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). Individual mathematical investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

Nursing Department

(Nurs 100, 664-3102)

Chair: N. L. Cook

Faculty: B. H. Fleming, K. L. Fleming, S. Fujiki, R. J. Gerds, M. J. Kasselman, B. Keltner, N. Keltner, M. Leapley, N. Mitchell, 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 a unique, goal-directed energy systems.
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. 168 of the catalog.

Admission Policies

Applicants shall comply with the admission policies and procedures of the university. Entry into specific nursing courses is dependent upon successful completion of specified prerequisite courses, completing health requirements, obtaining malpractice insurance. The Department of Nursing complies with the affirmative action policies of this university.

Admission With Advanced Standing

Students wishing to transfer from another college or university may apply for admission with advanced standing. Applicants who are registered nurses must be graduates of an accredited college or hospital school of nursing.

Registered nurse applicants for admission to advanced undergraduate standing should request their 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 212. Students are advised to contact the Department of Nursing for information about where the uniforms can be obtained. The Student Policy Manual describes the uniform code.

Transportation: Students are required to have a valid California Driver's License and to provide their own transportation to clinical and other field areas. Students in clinical courses involving community experiences must have access to a car.

Health Requirements

Health clearance requirements must be completed and reported to the Student Health Center prior to registration for nursing courses each year. The physical examination may be done at the Student Health Center, 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 physical examination, including routine hemoglobin or hematocrit & UA (within the preceding 6 months)
2. Chest X-Ray (within preceding 6 months) if Tuberculin Skin Test is positive
3. T.B. Skin Test (within preceding 6 weeks)
4. Coccidioidomycosis Skin Test (within the preceding 12 months)
5. Immunizations: Diphtheria/Tetanus within the last 10 years; Measles/Mumps/Rubella verification is required.
6. Hepatitis B Antigen Test.

Health Clearance for Returning Juniors & Seniors

In order to be eligible for classes in Fall quarter, students must present Health Clearance from Student Health Center attesting to the following:

1. T.B. Skin Test (within preceding 6 weeks)
2. Coccidioidomycosis Skin Test (within preceding 6 months)
3. Up-dated immunizations
4. Chest X-ray within the previous 6 months if Tuberculin Skin Test is positive.

Financial Aids

Nursing Student Loan and Scholarship Program. The loan program provides up to \$2,500 annually, based upon need, to

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

An overall GPA of 2.0 is necessary for entry in the first nursing course. The grade of "C" in nursing as well as cognate courses is the minimal grade acceptable for progression into subsequent nursing courses. Students who fail to achieve at least a "C" in a nursing course may repeat the course once. Students who fail to achieve at least a "C" in a nursing course a second time are ineligible to remain in the Nursing major. If a course is satisfactorily completed, the prior unsatisfactory grade will no longer bar a student from continuing in the Nursing program although it will still be counted in computing the overall grade point average.

Students who drop out of the Nursing program for academic reasons or for personal reasons must write the Admissions Committee of the Department of Nursing for readmission to the program one quarter prior to desired readmission.

Absentee Policy

I. Clinical Attendance

- A. Excused absence consists of time missed due to illness or extenuating circumstances. The student is responsible for notifying the instructor about the illness prior to the start of the assigned clinical day. In clinical courses students are permitted two days of excused absence. All excused absences in excess of two days must be made up during the quarter, by arrangement with instructor; otherwise, an "Incomplete" will be issued at the end of the quarter.
- B. Unexcused absence is any absence not due to illness or extenuating circumstances, and without prior notification of the instructor. All unexcused absences must be made up. An unexcused absence which is not made up will result in a failure of the course.
- C. Provision for make-up labs will be offered, with priority given to those students with excused absences before students with unexcused absences.

II. Lecture Attendance

- A. Class attendance is expected of all students enrolled at the college. The instructor in each course sets the standard expected in this regard. When students are absent from classes, it is their responsibility to inform instructors of the reason for the absence and to arrange to make up missed class work and assignments.
- B. Students must obtain permission prior to using tape recorders in the classroom.

Illness Policy

Students whose condition limits their ability to give nursing care or who have an illness of a chronic or contagious nature must submit a doctor's certificate stating that it is safe for them to give nursing care before returning to the clinical area.

Requirements for the Nursing Major**(Requirements for the Special Track for Registered Nurses are on p. 168)**

The Bachelor of Science degree in Nursing requires the following courses in Nursing, taken sequentially:

Nursing 210
Nursing 211, 212
Nursing 213, 214
Nursing 315, 316
Nursing 319, 320
Nursing 321, 322
Nursing 411, 412
Nursing 481, 490
Nursing 496

Required Cognate Courses:

1. English: Nine quarter units which include principles of verbal, written, and group communication. This requirement must be met by taking English 110 *, 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 prerequisites to Nursing 210 and are prerequisites to Nursing 211 and 212. It is highly recommended that cognate courses be taken within the past ten years prior to entering Nursing courses.

NOTE: Students who have completed all of the cognate requirements, with the exception of Mathematics 140, and all Nursing courses through Nursing 321 and 322 are eligible to sit for the California State Board of Nursing Licensure Examination.

Recommended Elective Courses:

Anthropology 320. Culture and Communications
Behavioral Science 312. Social Psychology
Computer Science 300. Introduction to Microcomputers
Finance 300. Financial Management
Philosophy 201. Introduction to Ethics
Religious Studies 360. The Meaning of Death
Physics 150. Introduction to Principles of Physics
Psychology 401. Biofeedback and Self-Regulation
Sociology 327. Race and Ethnic Relations
Sociology 367. Medical Sociology
Sociology 464. Family and Stress

Courses

NOTE: Each course carries five quarter units unless otherwise designated.

Nursing 210.001. Introduction to the Study of Professional Nursing Significant concepts that form part of the knowledge essential for providing effective nursing care such as mankind, development, family, community, culture, and health are introduced. The role and goals of members of the health care

team in a changing health care system are identified. A comparison is made between technical and professional nursing and nursing education as a background for analysis of a variety of philosophies, theories, and conceptual models of nursing. Historical events, current trends, legal, ethical, social and political issues are examined within changing social-cultural contexts. Assessment and beginning therapeutic communication skills are identified in theory. Prerequisites: English 110, Psychology 100, Sociology 100 or Anthropology 100, Chemistry 150, Chemistry 203, Biology 250, Biology 255, Biology 256. Prerequisites or corequisites: Verbal English, Psychology 310, Biology 311, and Psychology 315. Preference for admission to course will be given to Nursing majors. (Offered fall quarter only.)

Nursing 210.002. Introduction to the Study of Professional Nursing (1)

Practice and Evaluation of Assessment Skills. One three-hour laboratory. Must be taken concurrently with Nursing 210.001.

Nursing 211.001. Concepts and Principles Basic to Professional Nursing and the Health Needs of People (4)

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. Prerequisites: Nursing 210.001 and 210.002, Verbal English, Psychology 310, Biology 311, and Psychology 315. Corequisites: Nursing 212 and Biology 355. (Offered winter quarter only.)

Nursing 211.002. Concepts and Principles Basic to Professional Nursing and the Health Needs of People (1)

Group, assertive, and value clarification skills are practiced and evaluated. One three-hour laboratory. Must be taken concurrently with Nursing 211.001.

Nursing 212.001. Skills in the Practice of Nursing (1)

Basic principles and skills of nursing care are presented in theory class and clinical applications to patient-care situations are demonstrated in simulation and clinical settings. Skills are applied in patient care. One hour of theory. Prerequisites: Nursing 210.001 and 210.002, Verbal English, Psychology 310, Biology 311, and Psychology 315. Corequisites: Nursing 211 and Biology 355. (Offered winter quarter only.)

Nursing 212.002. Skills in the Practice of Nursing 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 212.001.

Nursing 213. Health Promotion During the Period of Family Expansion

Principles and concepts of health assessment and maintenance and potential health problems of pregnant women, their families and infants to 18 months of age are presented. Behavioral system stability during this period are studied, with emphasis on preventive and therapeutic aspects of nursing care. Concepts of human sexuality, altered body image, parent-infant bonding, attachment, and child abuse are included. Five hours lecture-discussion. Prerequisites: Nursing 211 and 212, Psychology 310, and Biology 355. Corequisite: Nursing 214. (Offered spring quarter only.)

Nursing 214. Nursing Care During the Period of Family Expansion Clinical experiences are provided wherein the student applies nursing care principles and concepts in the care of childbearing women, their families and newborn infants in hospitals, clinics and at home. Emphasis is placed on the assessment phase of the nursing process. Fifteen hours clinical practice. Prerequisites: Nursing 211 and 212, Psychology 310, and Biology 355. Corequisite: Nursing 213. (Offered spring quarter only. Open to Nursing majors only.)

Nursing 315. Health Problems of Children and Adolescents Major health and social problems interfering with adaptation and development from early childhood through adolescence are studied in relation to promoting behavioral systems development and stability. Health assessment and promotion including prevention of illness as well as therapeutic interventions are studied with the family as the focus of care. Five hours lecture/discussion. Prerequisites: Nursing 213, 214, 337, Biology 370 and Psychology 315. Corequisite: Nursing 316. (Offered fall quarter only.)

Nursing 316. Nursing Care of Children and Adolescents and Their Families Application of knowledge and skills through provision of nursing care in clinical situations involving behavioral system instability in infants, children, adolescents and their families. The nursing process is used to reach nursing diagnoses and develop comprehensive plans of care which are interrelated with the dependent and interdependent functions of the nurse. Emphasis is also given to health assessment, promotion and education related to the developmental level of children and their families. Fifteen hours clinical practice. Prerequisites: Nursing 213, 214, 337, Biology 370, and Psychology 315. Corequisite: Nursing 315. (Offered fall quarter only. Open to Nursing majors only.)

Nursing 319. Health Problems of Adults Through Senescence, I Focus is on the identification and treatment of pathophysiological and psychopathological health problems of the young, middle-aged, and older adult. Patients are studied in relation to altered physiological and psychological processes as a means to provide sound nursing interventions. The theoretical conceptual framework, the behavioral systems model, provides a wholistic view of the individuals being studied. Principles and concepts from the natural and behavioral sciences are used to develop the nursing process. Five hours lecture-discussion. Prerequisites: Nursing 315 and 316, and Behavioral Science 382. Corequisite: Nursing 320. (Offered winter quarter only.)

Nursing 320. Nursing Care of Adults, I Clinical experiences implementing the nursing process in the care of young, middle-aged and older adults with health problems. Acute, extended-care and community mental health settings are utilized. Alternate winter and spring quarters are spent with one quarter in the acute medical and surgical clinical settings; the other quarter in acute psychiatric and gerontological clinical facilities. Emphasis is placed on nursing interventions directed towards promotion of behavioral system stability and evaluation of the results of interventions. Utilization of biological, psychosocial theories, and the conceptual theory of nursing in the nursing process. Prerequisites: Nursing 315 and 316, and Behavioral Science 382. Corequisite: Nursing 319. Fifteen hours clinical experience per week. (Offered winter quarter only. Open to Nursing majors only.)

Nursing 321. Health Problems of Adults Through Senescence, II Continuation of the examination of major health problems of the young, middle-aged, and older adult in relation to the impact of social and economic forces upon behavioral system stability. Special focus on maintenance, promotion, prevention,

curative and rehabilitative activities in the delivery of nursing care. Five hours lecture-discussion. Prerequisites: Nursing 319, 320. Corequisite: Nursing 322. (Offered spring quarter only.)

Nursing 322. Nursing Care of Adults, II Continuation of clinical experiences as described in Nursing 320. Students change clinical emphasis from the previous quarter. Application of nursing in management skills. Fifteen hours clinical experience per week. Prerequisites: Nursing 319 and 320. Corequisite: Nursing 321. (Offered spring quarter only. Open to Nursing majors only.)

Nursing 337. Pharmacology (3) Principles and concepts of pharmacologic intervention. A lecture/demonstration course integrating pharmacology, physiology and disease processes. Emphasis on providing the student with the information necessary to: assess a patient's reaction to pharmacologic agents; anticipate appropriate intervention; and recognize common problems associated with drug therapy. Two hours lecture, three hours laboratory. Prerequisites: For Nursing majors, Chemistry 203, Biology 311, Biology 355; for others, permission of the instructor. (Offered spring quarter only.)

Nursing 411. Community Health Nursing Principles, theories, and concepts of community health nursing are utilized to generate an understanding of the roles and functions of Community Health Nursing. Special focus is given to the acquisition of nursing skills needed to promote behavioral stability of individuals by influencing the impact of the family, group, organization, community, nation, society, and world on health care. The nursing process is utilized in consideration of suprasystem stability (family, group, community). Designed to promote the critical thinking necessary to perform autonomously in community health nursing. Prerequisites: Nursing 321, Nursing 322 or Nursing 335 and Nursing 336.

Nursing 412. Community Health Nursing Practicum Concepts and theories basic to community health nursing are utilized in the application of the behavioral systems model to man and his supra system. Cultural, ethnic, psychosocial, political and geographical factors obstructing or facilitating community health nursing are analyzed. Special emphasis is given to both the utilization of the nursing process with families and health teaching with groups. Prerequisites: Nursing 321, Nursing 322 or Nursing 335 and Nursing 336. Prerequisite or corequisite: Nursing 411. (Open to Nursing majors only.)

Nursing 477. 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.

Arts and Sciences—Nursing

Nursing 496. Selected Advanced Practicum in Nursing

An in-depth selected practicum to include application of research methodology and the nursing process in the management of patient care, with faculty guidance. Use of a variety of settings in the community. Fifteen hours clinical-laboratory. Prerequisites: Nursing 411, 412, 490, and 481.

Nursing 499. Independent Study (1-5) Individual projects, such as directed reading, for students qualified to carry on independent work. Prerequisite: Permission of instructor. (Open to Nursing majors only.)

Special Track for the Registered Nurse in the Nursing Major

The program for the currently licensed registered nurse is designed to provide a baccalaureate program built upon a foundation of science and liberal education which prepares the graduates as professional nurses for positions in hospitals, homes and community agencies. All graduates of this program are recommended for certification as a Public Health Nurse (PHN) in the state of California.

The nursing curriculum objectives of this program are identical to those of the basic nursing program. The curriculum is organized according to a sequential developmental continuum to study health and health problems that occur during the human life cycle. Emphasis is placed on the nursing process as a systematic method in assisting individuals and families, attain, regain, and maintain behavioral system stability.

Baccalaureate Program Objectives (See p. 164.)

Admission Requirements*

Registered nurse applicants shall comply with the admission policies and procedures of the college. In addition, the RN applicant, to qualify for admission into Nursing 331 and 333 must have:

1. A current RN license to practice in California.
2. A minimum of 60 semester units or 90 quarter units, or junior standing.
3. A minimum of 45 quarter units of transferable lower division collegiate nursing. It is highly recommended that these courses be completed in the last 10 years. (NOTE: Diploma school graduates are referred to a community college for evaluation of nursing courses for lower division college credit.)
4. Completed the prerequisite admission cognates. It is highly recommended that they be completed in the last 10 years.
5. Two letters of reference attesting to competency in nursing, two copies of nursing school transcripts, along with all completed work to date, sent to the Department of Nursing and the Office of Admissions of 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 331, 332
Nursing 333, 334

Nursing 335, 336
Nursing 411, 412
Nursing 481, 490
Nursing 496

Required Cognate Courses:

1. English *—nine quarter units which includes verbal, written, and group communication. This requirement must be met by taking English 110 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*, and 315*
6. Nursing 337*
7. Math 140 or Psychology 200
8. Behavioral Science 382

Courses for the Junior Year of the Special Track, Open to Registered Nurses Only

NOTE: Each course carries five quarter units unless otherwise designated.

Nursing 331. Introduction to Conceptual Models and Theories of Nursing Nursing and the contributions of nursing to health care are examined from historical and current perspectives to identify nursing's role in the changing health care system. Philosophical, theoretical, and conceptual models are compared and analyzed as a background for presenting the philosophy, conceptual model, and nursing process in the CSB Nursing program. Significant concepts integrated throughout the program, such as man, development, family, community, culture, health, illness, life, and death, are analyzed. Five hours lecture-discussion. Prerequisites: English 110, Verbal English, Sociology 100 or Anthropology 100, Biology 250, 255, 256, 311, 370, Chemistry 150, 203, Psychology 100, 310, 315, and Nursing 337. (Offered fall quarter only.)

Nursing 332. Introduction to the Nursing Diagnosis with Emphasis on Client Perception Identification and collection of data necessary for arriving at a nursing diagnosis about the client and family. Emphasis is given to the communication and interaction process as a significant tool for effectively implementing the nursing process. Students practice and evaluate communication and interactional skills using role-playing situations and audio-visual resources. Students make assessments of the nurse-patient interaction in clinical settings and arrive at the first part of the nursing process: client perception. Fifteen hours laboratory. Prerequisites: English 110, Verbal English, Sociology 100 or Anthropology 100, Biology 250, 255, 256, 311, 370, Chemistry 150, 203, Psychology 100, 310, 315, and Nursing 337. Corequisite: Behavioral Science 382. (Offered fall quarter only.)

Nursing 333. Nursing Care of the Family: Period of Family Expansion Through Adolescence Students use concepts about developmental processes while studying major nursing and health problems of individuals and families through the reproductive period, infancy, childhood, and adolescence. Behavioral system stability during this developmental period is studied with emphasis on preventative and therapeutic nursing care. Methods of health assessment and health education as well as methods of teaching family rearing practices are presented. Five

* Cognate courses or their equivalents which must be completed, with a grade of "C" or better, prior to entry into Nursing 331 and Nursing 332.

hours lecture-discussion. Prerequisites: Nursing 331 and Nursing 332, and Behavioral Science 382. Corequisite: Biology 355. (Offered winter quarter only.)

Nursing 334. Nursing Diagnosis with Focus on Nursing Inference Application of knowledge about developmental processes and the nursing process to collect data and arrive at a nursing diagnosis about the client and family. Emphasis is given to nursing inferences about problems, strengths, and resources as part of the nursing diagnosis. Laboratory includes experiences with mothers, fathers, infants, children, and adolescents in a variety of community agencies. Fifteen hours clinical laboratory. Open to RN students only. Prerequisites: Nursing 331 and Nursing 332, and Behavioral Science 382. Corequisite: Biology 355. (Offered winter quarter only.)

Nursing 335. Nursing Care with Adult and Geriatric Clients Continued use of concepts about developmental processes while studying major nursing and health problems occurring in young, middle-aged, and older adult clients. The use of the nursing process as a means of promoting behavioral system stability during this developmental period is emphasized. Continued study of health assessment and health education appropriate for clients and families in this age group. Five hours lecture-discussion. Prerequisites: Nursing 333 and 334 and Biology 355. (Offered spring quarter only.)

Nursing 336. Nursing Treatment and Evaluation of Treatment Application of knowledge about nursing and health problems of young, middle-aged, and older adult clients in clinical laboratory experiences. Emphasis is given to establishing objectives for nursing treatment based on specific nursing diagnosis as well as providing and evaluating nursing treatment. Fifteen hours clinical laboratory per week. Prerequisites: Nursing 333 and 334 and Biology 355. (Offered spring quarter only.)

Courses in the senior for registered nurses are the same courses for the basic major. See p. 167 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 role of nursing administration 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. 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 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 functional role of nursing administration.

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; nursing administration knowledge and theory; and a culminating nursing administrative practicum. Students complete theses which demonstrate their competence in independent investigation of significant problems.

Admission Policies and Procedures

Students 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 assigned to faculty advisors for program plans. 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) overall in undergraduate nursing courses and cognate courses required for the major of 3.0 or better (on a scale of A = 4.0) and in the last 135 quarter units or 90 semester units.
3. Graduate Record Examination score of 1,000 or more on the Qualitative and Verbal section or 50 or more on the Miller Analogies Test.
4. Exception to above 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
Psychopathology (Psychology 315) or a course in psychiatry nursing

Arts and Sciences—Nursing

Basic physical and mental health assessment
Statistics (Mathematics 140 or Psychology 200)
Basic Research course (Nursing 481)
Theories basic to Nursing (Nursing 210 and Nursing 211)
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 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		<i>Units</i>
Nursing 586	Advanced Health Assessment	4
Nursing 590	Development of a Theory or Conceptual Model of Nursing	4
Nursing 602	Adult Health Nursing I	5
Nursing 612	Adult Health Nursing II	5
Nursing 621	Educational Principles and Methodology Applied to Nursing with Emphasis on Nursing Staff Development	3
Nursing 625	Nursing Research: Advanced Methodology and Proposal Development	4
Nursing 690	Nursing Research: Thesis (Student may enroll for up to 3 units per quarter)	5
Nursing 698	Practicum in Health Services and Nursing Administration	6

Three elective courses selected with approval of the graduate nursing advisor from the following courses:

ACC 600	Accounting for Management Decision Makers	5
MIS 610	Seminar in Information Systems Management	5
MKT 600	Seminar in Marketing Management	5
MKT 602	Seminar in Marketing Communication Strategy	5
Mgt 600	Seminar in Management and Organizational Behavior	5
Mgt 610	Seminar in Human Resources Management	5
Mgt 685	Seminar in Public Policies Toward Business	5
PPA 518	Health and Human Services Planning and Policy Development	5
PPA 587	Financial Issues in Health Care	5
PPA 680	Public Management and Organizational Change	5

Course Descriptions

Nursing 577. Selected Advanced Topics in Nursing (1-5 units) 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 units) Compile a complete and comprehensive data base to establish the health status of the client/patient. Emphasis is placed upon

physiology, pathophysiology, psychopathology as well as physical, and psychosocial needs. Upon this foundation an individualized protocol for care will be established. Prerequisite: Senior standing in a B.S. degree with a major in nursing, conditionally classified, or classified status in the M.S. Degree Program in Nursing. 2 lectures/2 laboratories

Nursing 590. Development of a Theory or Conceptual Model of Nursing (4 units) 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.

Nursing 602. Adult Health Nursing I (5 units) Utilization of a developed or selected conceptual model to design nursing care for adults and families with complex health problems from culturally diverse backgrounds. Clinical laboratories in rural and urban acute care settings as well as in a variety of other community health care settings including the home. Prerequisite: Classified status in the M.S. Degree Program in Nursing and Nursing 586 and 590. 5 Laboratories

Nursing 612. Adult Health Nursing II (5 units) Continuation of Nursing 602. Emphasis moves to implementation and evaluation of conceptually based plans of nursing care for 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. Prerequisite: Candidacy status in the M.S. Degree Program in Nursing, Nursing 602, and Nursing 625. 5 Laboratories

Nursing 621. Educational Principles and Methodology Applied to Nursing with Emphasis on Nursing Staff Development (3 units) Focus is on the use of teaching skills to help nursing staff and establish policies and develop programs for in-service education as well as health education for consumers. Prerequisite: Conditional or Classified status in the M.S. Degree Program in Nursing. Discussion/demonstration

Nursing 625. Nursing Research: Advanced Methodology and Proposal Development (4 units) In-depth study of selected research strategies commonly used in nursing, such as clinical case-study, experimental, quasi-experimental, historical, ethnographic, ex-post-facto, and survey methods. Identification and clarification of nursing problem statements and related hypotheses. Roles and functions of the nursing thesis research committee. Development and analysis of individual thesis proposals. Prerequisite: Classified status in the M.S. Degree Program in Nursing and Nursing 590. Discussion

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 698. Practicum in Health Services and Nursing Administration (6 units) This course serves as the culminating experience for the role preparation in nursing administration. Students, through administrative experience in clinical settings, draw together the knowledge of preceding courses and develop a field project paper. Prerequisite: Candidacy status in the M.S. Degree Program in Nursing and Nursing 612, Nursing 625, and two courses selected from approved list of courses in the School of Business and Public Administration. 1 seminar/5 laboratories.

Philosophy/Religious Studies Department

(FT 104D, 664-2291)

Chair: J. A. Kegley

Faculty: L. S. Betty, M. Candelaria, B. W. Jones, G. E. Kessler, C. F. Meyers, N. K. Prigge, R. Rafalko

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

A. Recommended Prerequisites

Philosophy 100. Philosophical Ideas
Philosophy 102. Logical Reasoning or
Philosophy 103. Introduction to Symbolic Logic
Philosophy 201. Ethics

B. Nine upper division courses in the department, including:

1. Philosophy 302. History of Western Philosophy I
Philosophy 303. History of Western Philosophy II
Philosophy 304. History of Western Philosophy III
2. One course from each of the following groups:

Group A: Theory of Knowledge
Philosophy 351. Theories of Knowledge
Philosophy 352. Philosophy of Science
Philosophy 350. Symbolic Logic

Group B: Metaphysics
Philosophy 340. Metaphysics
Philosophy 341. Dimensions of Self and Mind
Philosophy/Religious Studies 342: Philosophy of Religion
Philosophy/Religious Studies 343. Asian Philosophy

Group C: Value Theory
Philosophy 331. Aesthetics
Philosophy 332. Ethical Theory
IN ST 333. Political Philosophy and Thought
Philosophy 334. Law and Morality
Philosophy 478. Special Topics in Applied Ethics

3. Two additional courses in Philosophy

4. Philosophy/Religious Studies 490. Senior Seminar
- C. Philosophy majors must also complete one of the three minors listed on p. 103.

Requirements for a Major in Philosophy with a Pre-Law Concentration

A. Cognate Requirements

Mathematics 140. Elementary Statistics or Psychology 200
Introduction to Statistical Methodology in Psychological Research or the equivalent.

B. Recommended Prerequisites

Philosophy 100. Philosophical Ideas
Philosophy 102. Logical Reasoning or Philosophy 103
Introduction to Symbolic Logic
Philosophy 201. Ethics

C. Requirements—Nine Upper-Division Courses (46 units)

1. Two courses selected from the following:
Philosophy 302, 303 and 304. History of Western Philosophy
IN ST 333. Political Philosophy and Thought
2. One course selected from the following:
Philosophy 332. Ethical Theory
IN ST 333. Political Philosophy and Thought
3. One course selected from the following:
Philosophy 350. Symbolic Logic
Political Science 370. Legal Reasoning
Communications 409. Argumentation
4. One course selected from the following:
Philosophy 351. Theories of Knowledge
Philosophy 315. Philosophy, Technology and the Future
Philosophy 352. Philosophy of Science
5. One course selected from the following:
Philosophy 341. Dimensions of Self and Mind
Philosophy 340. Metaphysics
IN ST 362. Psycho-Technology and Human Values
6. Philosophy 334. Law and Morality
7. One upper-division philosophy elective or any of the IN ST, Communications or
Political Science courses listed above that were not selected to complete the core requirements.
8. Philosophy 490. Senior Seminar

D. Completion of one of the three minors listed on p. 103.

Requirements for the Minor in Philosophy

Four courses, totaling twenty quarter units, at least three of which must be upper division.

Philosophy Courses

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

Philosophy 100. Philosophical Ideas A study of philosophical methods and of some of the major philosophical ideas which have resulted from the application of that method. These ideas are taken from the past as well as the present, from the East as well as the West. They concern the kinds, sources, and tests of knowledge; the nature of reality, of self and God; and the various kinds of value that ought to inform our lives.

Philosophy 102. Logical Reasoning This course is designed to develop critical thinking skills related to the analysis and evaluation of arguments. It involves an analysis and criticism of deductive and inductive reasoning; an understanding of justification and evidence; and analysis of fallacious argument in various areas of inquiry.

Philosophy 103. Introduction to Symbolic Logic Subjects studied include contemporary formulations of basic logical and epistemological distinctions, sentential operators and truth tables, deductive proofs, quantification, and scientific methodology.

Philosophy 201. Introduction to Ethics 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 100 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 or Philosophy 103 are strongly recommended as prerequisites for all upper division courses.

Philosophy 302. History of Western Philosophy I A study of the development of Western philosophy from its Greek origins to the fall of the Roman Empire, with emphasis on Plato and Aristotle.

Philosophy 303. History of Western Philosophy II A study of the development of Western philosophy from the Renaissance to the end of the Eighteenth Century. The course concentrates on Continental Rationalism, British Empiricism, and the philosophy of Kant.

Philosophy 304. History of Western Philosophy III A study of the development of Western philosophy from the beginning of the Nineteenth Century to the present. The course examines such dominant schools as absolute idealism, existentialism, dialectical materialism, naturalism, phenomenology, positivism, pragmatism, and modern-day analysis. Among the philosophers who may be studied are Hegel, Kierkegaard, Marx, Nietzsche, Husserl, Heidegger, Sartre, James, Whitehead, Russell, Ayer, and Wittgenstein.

Philosophy 310. Existentialism The various types of existentialist philosophies are examined in the writings of nineteenth-century existentialists such as Kierkegaard and Nietzsche, and of twentieth century exponents such as Heidegger, Jaspers, Sartre, Camus, Marcel, and Tillich.

Philosophy 315. Philosophy, Technology, and Our Future The nature of technology, its recent history, and probable future are explored, and questions of human goals, and the quality of life are raised. Value clarification and projection of alternative futures are emphasized.

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", p. 106.)

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 great Taoist masters Lao Tzu and Chuang Tzu; of the chief sources of Hindu philosophy—the Upanishads, the Bhagavadgita—and the three major Vedanta philosophies which grew out of them; and of Buddhist thought, in both the Theravada and Mahayana (including Zen) traditions.

Philosophy 350. Symbolic Logic Introduction to propositional, predicate, and class calculi. Identity, definite descriptions,

number, formalization, and related concepts may be studied. Prerequisite: Philosophy 103 or consent of instructor.

Philosophy 351. Theories of Knowledge A critical analysis of various kinds of knowledge claims—religious, aesthetic, and ethical as well as scientific and mathematical—and of various theories of meaning, truth, and verification.

Philosophy 352. Philosophy of Science A critical analysis of the general philosophical questions relevant to science including problems in the methodology and the structure of scientific knowledge as well as concerns about fundamental concepts such as space, time, and causality.

IN ST 362. Psychotechnology and Human Values (For course description, see listing under "Interdisciplinary Courses," p. 108.)

Humanities 363. Philosophy and Religion in Literature (For course description, see listing under "Interdisciplinary Courses", p. 107.)

Philosophy 377. Special Studies in Philosophy (1-5) Topics to be offered will be announced prior to registration. May be repeated for different course content.

Philosophy 477. Special Studies in Philosophy (1-5) Topics to be offered will be announced prior to registration. May be repeated for different course content.

Philosophy 478. Special Topics in Applied Ethics Topics to be offered will be announced prior to registration. Such topics as medical ethics, business ethics, legal ethics and others will be covered on a periodic basis. May be repeated for different course content.

Philosophy 489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office. May not be counted toward major or minor requirements.

Philosophy/Religious Studies 490. Senior Seminar (6) Consideration of the nature of philosophy and of religious studies and of various subjects relevant to them. Prerequisite: Senior standing.

Philosophy 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 reports are arranged in consultation with the work supervisor and faculty supervisor. Prerequisites vary depending on the specific internship, but enrollment is limited to students with good academic records who are committed to developing an understanding of the philosophical foundations of professional life.

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, eval-

uation, 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
2. 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
Philosophy/Religious Studies 342. Philosophy of Religion
Philosophy/Religious Studies 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 one of the three minors listed on p. 103.

Requirements for the Minor in Religious Studies

Four courses, totaling twenty quarter units, at least two of which must be upper division.

Religious Studies Courses

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

Religious Studies 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 religions and cultures in India, China, and Japan. The origins and development of selected religious traditions such as Hinduism, Buddhism, Taoism, Confucianism, and Shintoism are examined. The interaction between religion and various aspects of culture such as art, literature, politics, and economics is emphasized. Special attention is paid to the role religion and culture play in the formation of personal and communal identity, values, and world views.

Religious Studies 289. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office. May not be counted toward major or minor requirements.

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", p. 108.)

IN ST 313. Sociology of Religion (For course description, see listing under "Interdisciplinary Courses", p. 108.)

IN ST 319. Anthropology of Religion (For course description, see listing under "Interdisciplinary Courses", p. 108.)

Religious Studies 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, 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 great Taoist masters Lao Tzu and Chuang Tzu; of the chief sources of Hindu philosophy—the Upanishads, the Bhagavadgita—and the three major Vedanta philosophies which grew out of them; and of Buddhist thought, in both the Theravada and Mahayana (including Zen) traditions.

Religious Studies 345. India A study of India's culture, especially her religious, mythical, and artistic expressions; the values and living patterns of her citizens; and the historical events leading up to her independence from Great Britain and the social, economic, and spiritual effect of independence on her people.

Religious Studies 348. China and Japan A study of the cultures of China and Japan. Emphasis will be placed on their philosophical, religious, and artistic expressions, as well as on typical oriental attitudes towards family, community, and state. The overall objective of the course is to understand something of the Chinese and Japanese people as they perceive themselves today, both religiously and socially.

Religious Studies 349. Korea An examination of the complex interplay among cultural components—religion, society and politics—in the various cultures of Korea. Exploration will focus on indigenous culture as expressed in folk art, literature, drama, and religion. Attention will be paid to popular movements for social change.

Religious Studies 354. Ethnic Religion A comparative and historical study of Black American, Native American, and Hispanic American religious experiences. Consideration will be given to the interaction between religion and culture in the development of American minority religions in creative response to external social, political, and economic pressures.

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", p. 107.)

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/Philosophy 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," p. 107.)

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 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," p. 108.)

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)

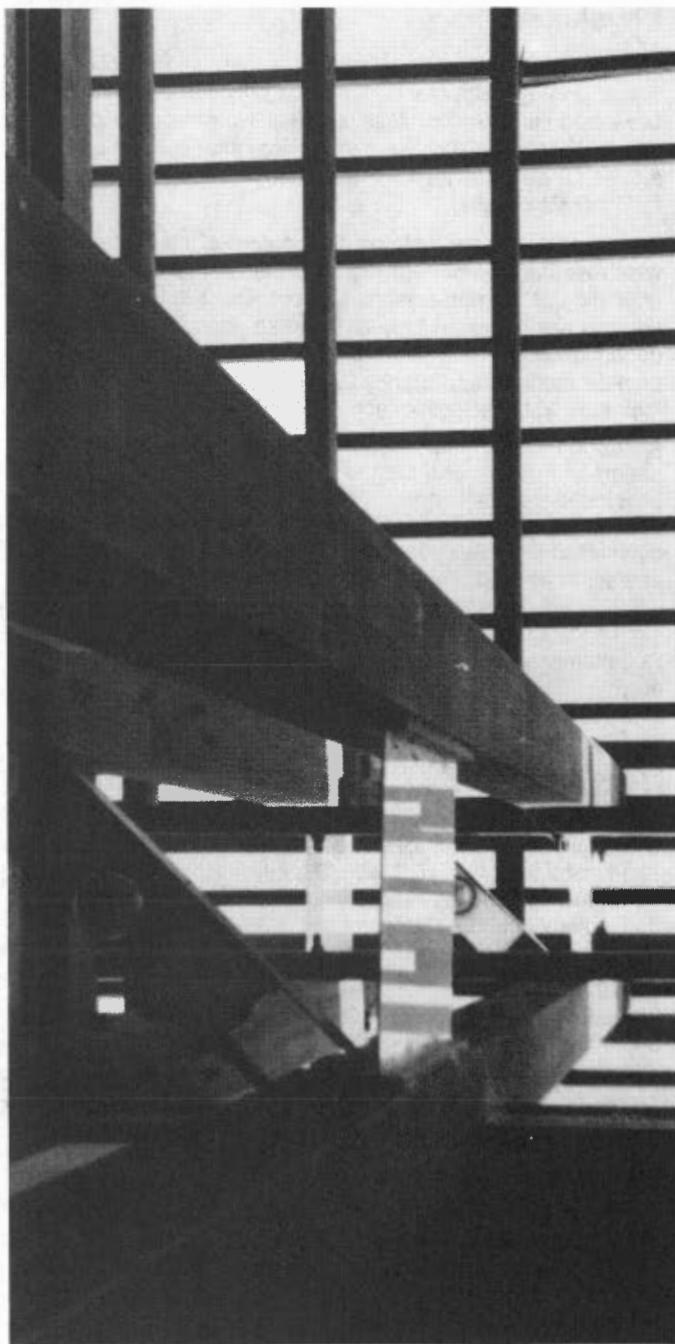
Supervised field experience in applying religious studies skills in dealing with individuals and in community organizations and institutions. Career-oriented experience in community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements 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: S. W. Mitchell

Faculty: J. R. Coash, D. Detwiler, A. Greene, R. A. Horton, E. A. Laskowski, J. C. Manning (Emeritus), T. Meyer, R. M. Negrini

Physics

The Physics program serves multiple roles in the College's educational system. Not only does it prepare students for advanced study and professional work in physics and other physical sciences such as geophysics, atmospheric physics, etc., but it also provides the necessary education in physics for students of other sciences.

In view of the highly technological nature of the society in which we live, the department also places high priority on the education of the non-science student. The 100-level Physics courses are designed to help these students achieve an understanding of the methods and goals of science and to provide them an opportunity to seriously consider and discuss important socio-scientific-technological questions.

Although the minimum degree requirements are stated below, majors in Physics who plan to pursue careers as professional physicists are advised to take additional physics and mathematics courses. Members of the Physics faculty will be pleased to provide counseling on recommended programs to any students who may wish to pursue this major.

Requirements for the Major in Physics

Requirements for the Bachelor of Science degree in Physics are:

Twelve courses, including the following or equivalent:

- A. Physics 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.

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 106.

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 bod-

ies 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. Contemporary Topics in Physics (1-5) Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Physics 289. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division Core Courses

All upper division courses 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 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. A minimum of twelve courses (60 units) in geology:
 1. Geology 201, 204, 205, 303, 477, 480, 490, 495
 2. Four courses selected from the following: Geology 304, 305, 306, 307, 308, 309, 310, 325
- B. A minimum of seven courses (35 units) in cognate areas:
 1. Chemistry 211, 212, Mathematics 106, Physics 201, 202, or 221, 222
 2. Two courses (10 units) from Mathematics 140, 201, or Computer Science 140

The following elective 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.

Courses

NOTE: Each course not otherwise designated carries five quarter units of credit.

Recommended Courses

A distinction is made between prerequisite and recommended courses throughout the list of course offerings. Prerequisite courses are indicated where the total subject areas are considered necessary to successfully undertake the course. Recommended courses indicate that knowledge of portions of the subject areas is necessary, but that these portions may be acquired by a student through independent study. In all cases, the courses will be offered assuming the background indicated. The student is to make the decision as to adequate preparation. In cases of doubt, consultation with the instructor is encouraged.

Lower Division

Geology 100. Perspectives in Geology A survey of geologic principles and theories concerning the evolution of the Earth, including the origin of the universe, continents, oceans, atmosphere, and life; practical application of these concepts to societal problems. Introduction to the scientific method of inquiry, including local field trips and the laboratory investigation of various physical science topics. Two lectures, one discussion, and two three-hour laboratories per week. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 201. Physical Geology Evolution of the earth as a planet, emphasizing processes that affect the surface, its landforms, earth materials, earthquakes, and the earth's interior. Field and laboratory investigation of physical processes and materials. Includes two laboratory periods per week. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 204. Historical Geology Evolution of the earth's atmosphere, oceans, and life, and their relationship to continental drift. Recognition, distribution, and significance of environments through geologic time. Introduction to present environments, including earthquake and climate prediction and the environmental effects of energy production. Field and laboratory introduction to techniques used in recognizing and interpreting environments and ecologic associations. Includes two laboratory periods per week. Recommended: Geology 201 or consent of instructor. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 205. Environmental Geology The relation of physical geologic processes to man's use of the environment, with particular emphasis on land use planning and geologic hazards. Includes two laboratory periods per week. Recommended: Geology 201 or consent of instructor. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 277. Contemporary Topics in Geology Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Geology 289. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division Core Courses

All upper division courses include three laboratory periods per week, unless otherwise designated.

Geology 303. Concepts of Mineralogy Origin and formation of minerals in the earth's crust. Laboratory and field investigation of physical (x-ray included), chemical, and optical prop-

erties of minerals and mineral deposits. Laboratory and field projects. Prerequisites: Chem 211 and Geology 201. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 304. Concepts of Sedimentation Study and interpretation of modern and ancient sedimentary environments. Introduction to sedimentologic field and laboratory techniques, with emphasis on the Cenozoic sediments of southern California. Prerequisite: Geology 201 or Geology 204. Recommended: Math 140. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 305. Concepts of Paleontology Study of major invertebrate fossil groups with emphasis on comparative morphology, paleoecology, and evolution. Introduction to laboratory, statistical, and computer techniques for the study of fossil morphology and paleoecology. Field trips will examine fossil and recent ecologic associations. Prerequisite: Geology 204. Recommended: Math 140 and Biology 203 or Biology 210. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 306. Concepts of Petrology and Petrography Origin, formation, and classification of igneous, sedimentary, and metamorphic rocks, emphasizing field identification under low magnifications. Spatial, physiochemical, thermodynamic, and petrographic properties of natural earth materials. Field and laboratory investigation and presentation. Prerequisite: Geology 303. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 307. Concepts of Earth Structure Reactions of the earth's crust and surface to internal stresses; folding and faulting; origins of stresses; mountain building. Field and laboratory presentation. Prerequisites: Geology 201 and Physics 202 or 222. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 308. Geomorphology Origin of the topography of the continents, with emphasis on the recent evolution of the present land forms and the implications for man. Field and laboratory investigation and presentation. Prerequisite: Geology 201 or consent of instructor. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 309. Concepts of Stratigraphy Stratigraphic analysis, facies relationships, and correlation; environmental reconstruction of stratigraphic sequences. Emphasis on the Mesozoic and Cenozoic stratigraphy of southern California. Prerequisite: Geology 201, 204 or 205. Recommended: Geology 304 and Geology 305. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 310. Concepts of Geochemistry Distribution of elements within the earth, their mobilities and interactions during crustal processes. Methods of investigation, application to geologic and environmental studies and petroleum and minerals exploration. Field and laboratory investigations and presentations. Prerequisites: Chemistry 212, Geology 303. Recommended: Math 201. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology/Physics 325. 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.

Arts and Sciences—Physics/Geology

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 460. Petroleum Exploration Geologic formation and properties of hydrocarbon reservoirs. Exploration for onshore and offshore structural and stratigraphic reservoirs. Prerequisites: Geology 201 and Geology 304 or 307 or 309. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 470. Oil Field Development Hydrocarbon reservoir exploration, management, and recovery (primary, secondary, and enhanced). Well drilling, logging, and control. Onshore and offshore production. Prerequisite: Geology 460. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 477. Special Topics in Geology (1-5) Topics and prerequisites to be announced. May be repeated for different topics. These will include from time to time such subjects as: geology of petroleum; oceanography; advanced environmental geology; soils geochemistry; hydrology; paleobiology; and 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

(See Admission of Post-Baccalaureate Students, p. 84)

Persons seeking an MS in Geology must first apply to the Office of Admissions and Records for admission as unclassified graduate students. After admission to the university in the unclassified category, students are eligible to take graduate courses in geology, but without the assurance that their course work will count as credit towards the MS degree at CSB. After admission to the university in the unclassified category, students should apply to the Graduate Committee of the Department to be advanced to conditionally classified or classified status.

Classified and Candidate Status

Conditionally Classified Status. Acceptance at a Conditionally Classified Standing indicates the space has been made available for the student within the program and that the student has met the minimum preparation requirements to commence the program as listed below.

- (A) An acceptable baccalaureate degree from an accredited institution.
- (B) An undergraduate GPA of at least 3.0 in the last 90 quarter (60 semester) units of course work; or Graduate School Examination scores of 1,000 or greater (verbal and quantitative); or a GPA of 3.0 or higher in all previous graduate course work (at least 20 quarter units); or an approved petition to the Graduate Committee of the Department waiving this requirement by proposing other evidence of adequate prior academic preparation.
- (C) Formal decision by the Department Graduate Committee to accept the student into the graduate program. The decision will be based on a formal application procedure which includes evaluation of GPA, Graduate Record Examination scores, letters of recommendation, and other

materials which may be required by the Committee and/or offered by the student.

(D) Acceptance into an academic advising relationship with a member of the faculty of the Department.

(E) Conditionally Classified Status will be granted only if space is available for the student in the program. The faculty reserves the right to select those students which it deems most qualified for graduate work.

Classified Status. Acceptance as a Classified Student indicates that all prerequisite course work has been completed, that a formal Plan of Study has been developed, and that the student's progress in graduate level courses warrants continuation in the program. Specific requirements for Classified Status are listed below.

(A) Completion of all requirements for Conditionally Classified Status.

(B) Completion of 60 units in Geology; the last 40 units must be courses above the introductory level. Required courses (or their equivalents) are Geology 303 (Mineralogy), 304 (Sedimentation), 307 (Petrology), 309 (Stratigraphy) and S495 (Summer field course in Geology).

(C) Completion of the following prerequisite courses in cognate areas: Chem. 211 (Principles of General Chemistry I), Chem. 212 (Principles of General Chemistry II), Chem. 213 (Principles of Chemical Analysis), Physics 201 (Basic Principles of Newtonian Physics), Physics 202 (Basic Principles of Maxwellian Physics), Math 140 (Elementary Statistics) or Physics 203 (Basic Principles of Contemporary Physics), Math 201 (Calculus I), Math 202 (Calculus II), and Computer Science 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 Masters Degree in Geology

A minimum of 45 units of course work is required for the MS in Geology.

A. Courses required for the program are: Geology 460, 470, 565, 690.

B. A minimum of 5 courses (25 units) are to be selected from the following: Geology S595, 577, 580, 604, 605, 607, 609, 610, 625, 677.

Courses

Graduate Courses

Geology 565. Advanced Petroleum Exploration and Development Advanced studies in the geologic occurrence and properties of oil and gas reservoirs. Geochemical, structural, stratigraphic, and sedimentologic applications in the exploration for, and development of, onshore and offshore reservoirs. Prerequisites: Geology 307, 309, and 470. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 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 S595. Advanced Summer Field Course in Geology (2-6) Two to six weeks of intensive field work, including advanced problems and methods in geological field studies and preparation of final report. Prerequisites: Geology 303, 304, 305, 306, 307, 309, and 495. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 604. Advanced Sedimentation and Sedimentary Petrology Petrography, classification, and genesis of sedimentary rocks, with emphasis on textural analysis, depositional processes, paleoenvironmental interpretation, and diagenesis. Field and laboratory studies will focus on the Cenozoic sedimentary rocks of Southern California. Prerequisites: Geology

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303, 304, 306, 309, and 310. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 605. Advanced Micropaleontology Advanced studies in the morphology, taxonomy, ecology, and paleoecology of microfossils, with emphasis on foraminifera, radiolaria, ostracods, and pollen. Field oriented laboratory projects will focus on biofacies analysis, stratigraphic sequences of microfauna, 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 607. Advanced Structural Geology Topics in advanced structural geology based on petrographic, geophysical, and experimental data combined with field observations. Prerequisites: Geology 306, 307, and 325. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 609. Advanced Stratigraphy Application of principles and techniques of stratigraphic analysis to the interpretation of time equivalence, depositional systems, and paleogeography of stratigraphic sequences. Lithostratigraphy, biostratigraphy, and sedimentologic and petrologic approaches will be incorporated into laboratory/field projects. Emphasis will be on Cenozoic rock units in Southern California. Prerequisites: Geology 305 and 604. A field trip fee may be required. Consult the Class Schedule for specific details.

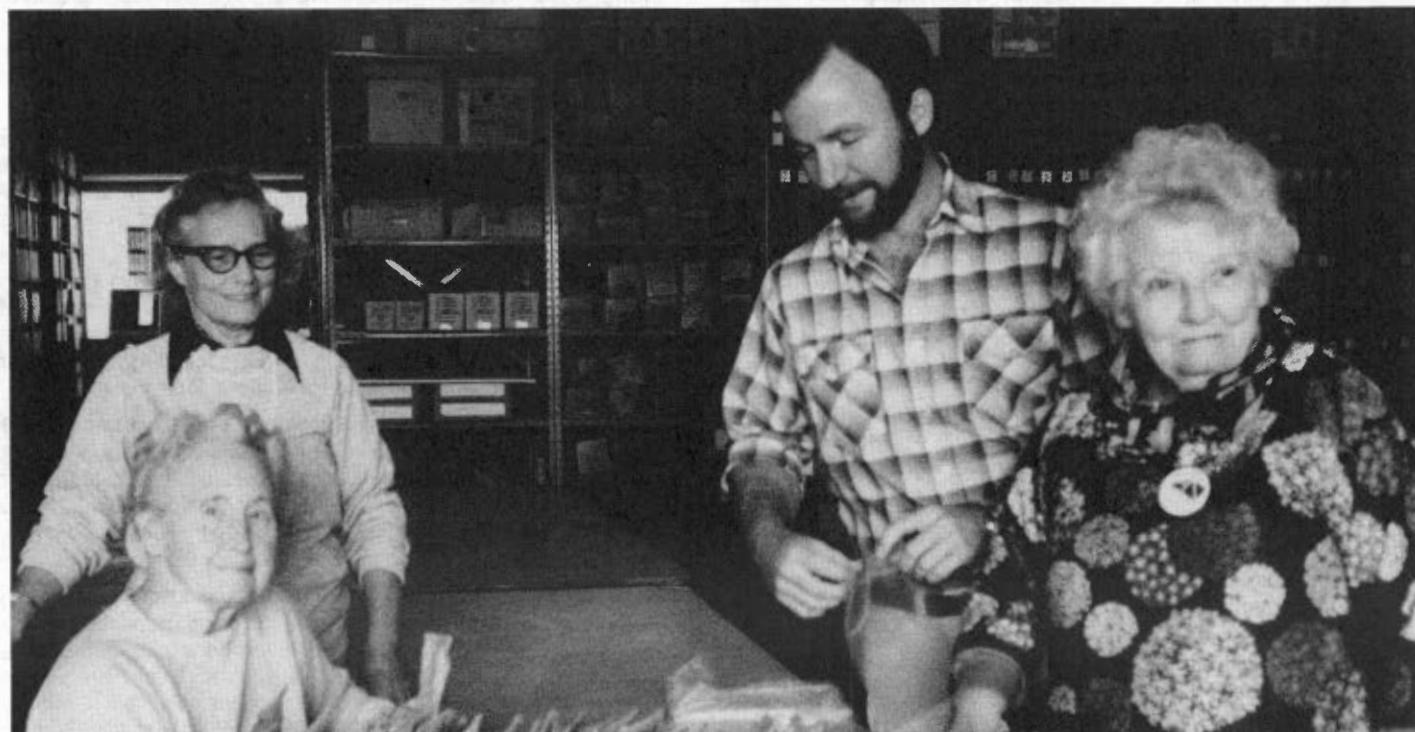
Geology 610. Sedimentary Geochemistry Introduction to low temperature geochemistry, with emphasis on the geochemical cycle, aquatic chemistry, mechanisms of authigenesis and diagenesis, clay mineralogy, environmental geochemistry, trace element geochemistry, and geochemical exploration methods. Laboratory work will focus on the theory and practice of methods of geochemical analysis, including the application of thin-sections, x-ray diffraction analysis, and atomic absorption spectrometry in solving diagenetic problems. Prerequisites: Chem. 213, Geology 303, 304, 306, and 310. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 625. Advanced Geophysics Application of advanced geophysical principles to petroleum exploration and solid earth geophysics. Topics to be studied are seismology, geomagnetism, gravity, and electromagnetic methods. Research projects including analysis of already existing geophysical data or acquisition of data with geophysical instruments will be encouraged. Prerequisite: Geology 325. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 677. Advanced Topics in Geology Topics and prerequisites to be announced. May be repeated for different topics. These will include such subjects as: advanced economic geology; advanced seismology; computer applications in geology/geostatistics; exploration geophysics; exploration techniques in groundwater geology; hydrogeology; neotectonics; photogeology and remote sensing; seismic stratigraphy; tectonic evolution of California; underground fluids; and West Coast stratigraphy. Specific areas designated when offered, and prerequisites listed depending on the specific topics. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 690. Master's Thesis (5-9) Either laboratory or field investigation, or both, on a research problem. Preparation, completion, and submission of a written thesis approved by the Thesis Committee and the Departmental Graduate Committee, which is defended orally. Credit is given only for research underlying thesis, or writing of thesis. May be taken for a total not exceeding 9 units. Credit on acceptance of the thesis. Instructor is normally chairperson of student's thesis committee. Prerequisites: classified status and an officially appointed thesis committee.

Geology 700. Continuous Enrollment Registration required for all students who have completed course work, but have not completed the thesis. The student will continue to register each quarter for Geology 700 until the thesis is completed and successfully defended. Prerequisite: Prior registration in Geology 690 with a grade of SP.



Political Science Department

Chair: Stanley E. Clark

Faculty: Charles McCall, Ray Geigle (on leave),
Thomas Watts, Fred Lopez, III

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

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

Requirements for the Major

A student must demonstrate a familiarity with basic tools underlying modern social sciences including competency in statistics. Familiarity with computer programming and data processing is strongly recommended. Students must satisfactorily complete at least ten full courses in political science of which at least eight must be at the upper division level. Students must also complete cognate and/or political science laboratory courses and a senior paper. Course programs for majors in political science are developed in close consultation with a faculty advisor interested in the student's intellectual growth and development and in his/her eventual career plans. Required courses for the Bachelor of Arts in Political Science are:

- A. One introductory course in political science. Students meeting this requirement at CSB should choose Political Science 101.
- B. Mathematics 140, Elementary Statistics, or Psychology 200, Introduction to Statistical Methods in Psychological Research.
- C. Political Science 300, Political Inquiry (5.0) and Political Science 380 (2.0-5.0)
- D. In St 333, Political Philosophy.

- E. At least one course in international or comparative politics, chosen from among:

Political Science 302.	American Foreign Policy
Political Science 304.	International Politics
Political Science 305.	Government and Politics in Western Europe
Political Science 306.	Government and Politics in the Soviet Union
Behavioral Science 307.	Developing Political Systems
Political Science 308.	Government and Politics in China
Political Science 309.	Government and Politics in Latin America
- F. At least one course in American politics, chosen from among:

Political Science 312.	Political Parties and Elections
Political Science 314.	Judicial Politics
Political Science 316.	Congress
Political Science 317.	The Presidency
Political Science 320.	Social Groups and Political Power in America
Political Science 321.	Community Politics
IN ST 375.	Administrative Processes in Government
- G. Four additional courses in political science, one of which may be lower division. Political Science 100, Political Science 102, and lower division transfer courses in political theory, American politics, international relations, or comparative government satisfy this requirement. Activities courses, lower division internships, and other General Education courses, even those listed in Political Science, do not. Consult your advisor.
- J. Political Science 490, Senior Seminar in Political Science, including a senior paper that is either an empirical research paper or a philosophical inquiry reflecting the student's coursework or special interest in political science.
- K. The satisfactory completion of one of the three options listed below:
 1. A special minor (p. 69).
 2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
 3. An interdisciplinary concentration or minor in one of the especially developed areas (pp. 106-109).

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.

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Employment opportunities for international relations graduates exist in both national and international government, business, electronic and print journalism, teaching, and international service. Computer, analytical, and statistical skills developed in the concentration are particularly important in the vocational applications of international relations study.

Required courses for the concentration in International Relations are:

- A. Political Science 102 and one additional introductory course in political science. Students meeting this requirement at CSB should choose Political Science 101.
- B. Mathematics 140, Elementary Statistics, or Psychology 200, Introduction to Statistical Methods in Psychological Research.
- C. Political Science 300, Political Inquiry (5.0).
- D. IN ST 333: Political Philosophy.
- E. All of the following: Political Science 302, American Foreign Policy; Political Science 304, International Relations; and History 440, 20th Century U.S. Diplomatic History.
- F. At least one course in comparative government, chosen from among:
 - Political Science 305. Government & Politics in Western Europe
 - Political Science 306. Government & Politics in the Soviet Union
 - Political Science 308. Government & Politics in China
 - Political Science 309. Government & Politics of Latin America
- G. At least one course in international political economy, chosen from among:
 - Behavioral Science 307. Developing Political Systems
 - Political Science 477. The Politics of International Commerce
 - Economics 412. International Trade & Development
- H. Also *recommended* is a course in strategic studies, chosen from among:
 - Political Science 303. American Defense Policy
 - Political Science 477. Problems in International Security
- J. Political Science 490, Senior Seminar in Political Science, including a senior paper.
- K. The satisfactory completion of one of the three options listed below:
 - 1. A special minor, (p. 69).
 - 2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
 - 3. An interdisciplinary concentration or minor in one of the especially developed areas (see "Interdisciplinary Concentrations and Minor," pp. 106-109).

Requirements for the Major with a Concentration in Pre-Law

Political Science majors who wish to focus their studies on pre-law should satisfy the requirements listed below. This course of study is designed to facilitate the learning of basic concepts, theories, and methods of research that are important to attorneys and to others whose work requires understanding of common and statutory law. Although it is a major that is taken by many undergraduates who intend to apply to law school, each student should realize that law schools admit the graduates of all majors so long as they have the requisite reasoning, analytical, and writing skills. Political science majors are often preferred not only because they may have such skills, but also because they are familiar with the institutional environment of our legal system. This concentration within Political Science attempts to provide the

student not only with the analytical skills, but also of course, with substantive knowledge of our political and legal institutions.

Other careers pursued by pre-law graduates include law enforcement, political management, business, and teaching.

Required courses for the concentration in Pre-Law are:

- A. One introductory course in political science. Students meeting this requirement at CSB should choose Political Science 101.
- B. Mathematics 140, Elementary Statistics, or Psychology 200, Introduction to Statistical Methods in Psychological Research.
- C. Political Science 300, Political Inquiry (5.0) *and* Political Science 380 (2.0-5.0).
- D. IN ST 333, Political Philosophy.
- E. At least one course in international or comparative politics, chosen from among:
 - Political Science 302. American Foreign Policy
 - Political Science 304. International Politics
 - Political Science 305. Government and Politics in Western Europe
 - Political Science 306. Government and Politics in the Soviet Union
 - Behavioral Science 307. Developing Political Systems
 - Political Science 308. Government and Politics in China
 - Political Science 309. Government and Politics in Latin America
- F. At least one course in American legal institutions chosen from among:
 - Political Science 314. Judicial Politics
 - Political Science 315. Civil Liberties
- G. Three additional courses in political science, one of which may be lower division. Political Science 100, Political Science 102, and lower division transfer courses in political theory, American politics, international relations, or comparative government satisfy this requirement. Activities courses, lower division internships, and other General Education courses, even those listed in Political Science, do not. Consult your advisor.
- H. Political Science 370. Legal Reasoning.
- J. Political Science 490, Senior Seminar in Political Science, including a senior paper that is either an empirical research paper or a philosophical inquiry reflecting the student's coursework or special interests in political science.
- K. The satisfactory completion of a minor or augmented major designed to improve skills needed in the practice of law or to introduce the student to a substantive area of law in one of the three options listed below:
 - 1. A special minor, (p. 71).
 - 2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
 - 3. An interdisciplinary concentration or minor in one of the especially developed areas (see "Interdisciplinary Concentrations and minors," pp. 102-103).

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. 81) shall be met by no less than one course in United States History and one other course in United States government or by examinations administered respectively by the History and Political Science Departments. For courses in the Political

Science Department which satisfy the United States and California Government portions of the American Institutions Requirement, see p. 82.

Requirements for the Minor in Political Science

Four courses totaling 20 quarter units in Political Science—at least three of which must be upper division—with an average of "C" or better.

Courses which will be of special interest to students without substantial quantitative skills include Political Science 302, Political Science 306, Political Science 308, Political Science 312, Political Science 315, Political Science 317, Behavioral Science 321, Political Science 328, IN ST 333, and Political Science 334. Other courses may be suitable depending on the instructor's announced objectives and approach.

Teaching Credential—Single Subject

An approved list of courses in Political Science 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 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.

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 240.800. Honors Seminar: The Nature of Politics An examination of some of the central concepts of political science and some of the continuing issues of politics. Students can expect to gain exposure to and practice in each of the major kinds of activity in which political scientists engage. Emphasis will be on the preparation, presentation, and critical evaluation of a series of brief papers. Prerequisite: Freshman standing and invitation by the department.

Political Science 255. Political Games Simulation designed to give students insight into the factors influencing political decision-makers by providing considerable opportunity for role-planning as well as through lectures and discussion. Topics will change but might include the Middle East Crisis, the U.S. Congress, the U.N. Security Council, etc. Offered on a credit, no-credit basis only.

Political Science 277. Contemporary Political Topics (1-5) An examination of selected contemporary political problems. Subjects vary from term to term but might include such topics as the politics of Black America, the politics of student protest, the politics of ecology, etc. Prerequisite: One course in political science or consent of instructor. May be repeated once for credit.

Political Science 289. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division Courses

Political Science 300. Political Inquiry An 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. Government and Politics in Western Europe An examination of institutions and processes of government in France, Germany, and the United Kingdom. Emphasis on the study of the historical and contemporary components

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of the political culture and their effects on the behavior of political parties, Parliament, and Cabinet in each of the three systems.

Political Science 306. Government and Politics in the Soviet Union An examination of the institutions and processes of government in the Soviet Union. Emphasis on the study of the Marxist-Leninist ideology, the development and contemporary role of the Communist Party, and the cultural heritage as determinants of contemporary politics and policy change in the USSR.

Behavioral Science 307. Developing Political Systems

(For course description, see listing under "Interdisciplinary Courses," p. 106.)

Political Science 308. Government and Politics in China

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

Political Science 309. Government and Politics in Latin America

The comparative analysis of selected nations in Latin America, including Mexico, Argentina, and Brazil, 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," p. 108.)

Behavioral Science 311. Small Group Dynamics

(For course description, see listing under "Interdisciplinary Courses," p. 106.)

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 re-

search into selected aspects of legislative behavior. Prerequisite: One course in political science or consent of instructor.

Political Science 317. The Presidency An examination of the office and its occupants, with emphasis on the administrations since Franklin Roosevelt. The course includes investigations of constitutional and administrative powers, presidential leadership of Congress, other elites, and public opinion, and the personality responses of the Presidents to the dilemmas they encounter.

Political Science 320. Social Groups and Political Power in America

An examination of the ways in which non-governmental groups influence the formation, direction, execution and change in public policy in America. Emphasis on factors which contribute to such influences. Students can expect to pursue a research project on a selected topic. Prerequisite: Political Science 300.

Behavioral Science 321. Community Politics (For course description, see listing under "Interdisciplinary Courses," p. 106.)

Political Science 328. Public Opinion, Propaganda, and Media Politics. An examination of the psychological processes involved in the formation and change of public opinion. Attention focused on the role of propaganda in attitude acquisition and change. Several examples of political propaganda and mass appeals will be examined. Prerequisite: Upper division standing.

Behavioral Science 330. Political Psychology (For course description, see listing under "Interdisciplinary Courses," p. 106.)

Behavioral Science 331. Political Sociology (For course description, see listing under "Interdisciplinary Courses," p. 106.)

IN ST 333. Political Philosophy and Thought (For course description, see listing under "Interdisciplinary Courses," p. 108.)

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," p. 108.)

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," p. 108.)

Political Science 377. Contemporary Political Issues (1-5)

An intensive examination of issues of current political concern with attention to the development of the problem and alternate ways of responding to it. The issues examined vary from term to term but include such topics as political corruption, the political implications of multi-national corporations, terrorism and political subversion, etc. Prerequisite: Upper division standing, or permission of instructor. May be repeated for different course content.

Political Science 379. Real Property Law 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," p. 106.)

Behavioral Science 471. Colonialism and Culture Change (For course description, see listing under "Interdisciplinary Courses," p. 107.)

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. Pre-requisite: Political Science 490 and consent of instructor. Offered on a credit, no-credit basis only.

Political Science 489. Experiential Prior Learning (variable no. units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Political Science 490. Senior Seminar (6) Consideration of 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," p. 107.)

Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses," p. 107.)

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

Political Science 699. Individual Graduate Study (1-5) Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interests; regular meetings to be arranged with professor.



Psychology Department

(DDH B115, 664-2363)

Chair: M. J. Allen

Faculty: D. C. Cohen, K. E. Dietiker, K. L. Hartlep,
T. K. Ishida, R. C. Noel, C. D. Raupp, E. H. Sasaki,
A. L. Seltzer (Emeritus), S. E. Suter

Psychology can be considered from a variety of perspectives, such as (1) a natural or biological science, (2) a behavioral or social science, (3) an applied or professional field, or (4) a set of experiential or humanistic concerns.

The requirements for the major expose the student to the broad range of perspectives, problems, methodologies, and bodies of knowledge found in contemporary psychology. We believe that this foundation provides for the development of relevant skills, behaviors, and attitudes necessary for a diverse number of professional fields, especially those related to the human services.

All declared majors are expected to confer regularly with their faculty advisors to ensure that the selection of courses will be most appropriate for the student's career goals.

Requirements for the Major

A. Prerequisites (11 units):

1. Psychology 100. Perspectives in Psychology
2. Psychology 200. Introduction to Statistical Methods in Psychological Research
3. Psychology 290. Psychology as a Profession (1)

B. Major Requirements (46 units):

1. Two core courses (11 units):
 - a. Psychology 300. Introduction to Research and Methodology in Psychology
 - b. Psychology 490. Senior Seminar (6) or Psychology 491 Senior Thesis (6)
2. Minimum of one foundation course from the following (5 units):
Psychology 301. Principles of Learning
Psychology 302. Perception and Information Processing
Psychology 303. Brain and Behavior
3. Minimum of two foundation courses from the following (10 units):
Psychology 310. Child Psychology
Behavioral Science 312. Social Psychology
Psychology 315. Abnormal Psychology
Psychology 316. Personality
4. Minimum of one foundation course from the following (5 units):
Behavioral Science 311. Small Group Dynamics
Psychology 403. Health Psychophysiology: Mind-Body Interactions
Psychology 429. Psychological Tests and Measurements
5. Minimum of three elective courses in psychology (15 units) (up to 5 units may be lower division)

C. Minor Requirements (20 units), selected from one of the following three options:

1. A special minor (p. 169).
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.

3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," pp. 106-109).

Requirements for the Minor in Psychology

Four courses totaling 20 quarter units in Psychology, at least three of which must be upper division.

Teaching Credential—Single Subject

An approved list of courses in Psychology 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. In addition, the student must be admitted to and must complete the Single Subject Credential program of the School of Education.

Master of Science in Psychology

The Department of Psychology offers a 90-unit program leading to the Master of Science in Psychology, with options in one of the following areas:

1. Clinical psychology, primarily for students interested in graduate level preparation for a doctoral clinical program or for the psychological assistant registration.
2. Marriage, family, and child counseling, primarily for students interested in the academic preparation for the California State license in Marriage, Family, and Child Counseling, issued by the Board of Behavioral Science Examiners. Additional supervised post-masters hours and a state examination are also required for licensure.
3. Organizational psychology, focusing on human/social service organizations, primarily for students interested in contemporary theories and practices in the development, supervision, or appraisal of the service delivery system.

There is a 40-unit common core across the three options, with the remaining 50 units involving requirements unique to an option and electives.

Admission to the Program

A student seeking admission to the Master of Science in Psychology program should first secure program application materials from the Department of Psychology. The student must specify the option for which admission is being sought. Application for the Master of Science program will be processed by the M.S. Program Committee of the Department of Psychology. The student must also apply to the Office of Admissions and Records for general admission to the University; this application for general admission at the

post-baccalaureate level will be processed by the University. Completed applications should be filed with the Department of Psychology by March 1. Later applications will be considered until the positions available in each option are filled.

To be considered for admission to one of the options of the Master of Science in Psychology program, the student must fulfill the following minimum requirements:

1. Complete the following undergraduate courses, with a GPA of 3.0 or higher and with no grade lower than a "C" (2.0) in any single course:

Introductory Statistics (Psychology 200/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, and management courses are required as course prerequisites in the organizational option.

The CSB course numbers are provided for reference; the Department of Psychology will determine whether courses taken elsewhere are equivalent to the specified courses.

Students may complete these prerequisite courses within the Department while enrolled in graduate courses for which they are eligible, 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 academic course work; OR maintain a GPA of 3.0 or higher in all prior M.S. course work at CSB (at least 20 quarter units).
3. Have on file the scores for the General 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 each option of the program is at the *conditionally classified* level. Students will be considered for advancement to *classified* level during the term in which at least 35 units of the common core will be completed. To be advanced to *classified* level, the student must meet the following requirements:

1. Be in Good Standing within the M.S. program (see Graduation Requirements below).
2. Receive approval of the Plan of Study (see Academic Advising below).

3. Receive satisfactory evaluations on clinical skills and professional responsibility from the faculty; these judgments will include behaviors observed in the classroom as well as during clinical observations.
4. Fulfill the upper division writing competency requirement.

Advancement to *classified* level is required prior to 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.

Degree Program

The 40-unit *Common Core* across the three options of the Master of Science program is as follows. Please note that in some instances Psychology and ED-CS courses are equivalent and may be used interchangeably.

1. Primary Foundation (27 units)
Behavioral Science 500. Quantitative Methods in the Behavioral Sciences (5)
Psychology 510.001. Human Development: Childhood and Adolescence (4)
Psychology 510.002. Human Development: Adulthood and Aging (4)
Psychology 515. Descriptive Psychopathology (5)
Psychology 516. Dynamics of Personality (5)
Psychology 520. Professional Ethics (2) (Same as ED-CS 520)
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) (Same as ED-CS 530)
Psychology 531. Psychological Assessment of Personality and Interpersonal Behavior (4) (Same as ED-CS 531)
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)

Arts and Sciences—Psychology

3. Advanced Psychological Assessment (11 units)
Psychology 630. Assessment of Intellectual Functioning (4)
Psychology 631. Objective Assessment of Personality (3)
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 (20 units, may include 10 units of Traineeship Practicum)

The *Marriage, Family, and Child Counseling* (MFCC) option of the Master of Science program requires the following:

1. Common Core (40 units, as specified above)
2. Marriage, Family, and Child Counseling (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)
Psychology 600.001. Chemical Dependency (2) (Same as ED-CS 600.001)
Psychology 600.002. Abuse and Battering (1) (Same as ED-CS 600.002)
7. Traineeship Practicum (10 units)
Psychology 670. Traineeship Practicum
8. Comprehensive Examination (5 units)
Psychology 696. Comprehensive Examination in Psychology
9. Electives (5 units)

The *Organizational Psychology* option of the Master of Science program requires the following:

1. Common Core (40 units, as specified above)
2. Additional Foundation (25 units)
 - a. Methodology for Organizational Research
Behavioral Science 501. Research Design in the Behavioral Sciences
Behavioral Science 401. Program Evaluation Research
 - b. Individual/Group Behavior in Organizations
Psychology 432. Industrial and Organizational Psychology
Behavioral Science 512. Advanced Social Psychology
Sociology 541. Sociology of Complex Organizations
3. Human and Social Services Administration (5 units); selected from
Public Policy and Administration 518. Health and Human Services Planning and Policy Development.

- Public Policy and Administration 519. Social Services Administration: Volunteer, Nonprofit, and Community Organizations
4. Human Resources Management and Development (5 units); selected from
Management 600. Seminar in Management and Organizational Behavior
Management 610. Seminar in Human Resources Management
5. Thesis (9 units)
Psychology 695. Master's Thesis in Psychology
6. Electives (6 units); selected from #3 or #4 above or the following:
Management 410. Problems in Human Resources Management
Management 415. Leadership and Management Development
Sociology 441. Sociology of Organizational and Administrative Behavior
Psychology 660. Community Mental Health
Psychology 699. Individual Graduate Study (10)
Public Policy and Administration 680. Public Management and Organizational Change

NOTE: Students selecting the organizational psychology option must fulfill all prerequisite courses for the management courses in addition to all prerequisite courses for admission into the M. S. program. The prerequisite courses will *not* count toward the M. S. program.

Academic Advising

An academic advisor will be assigned to the student upon admission to one of the options of the M. S. program. The academic advisor and the student develop a Plan of Study appropriate to the option to which the student has been admitted and submit it to the Department faculty for approval before advancement to *classified* level. The Plan of Study consists of the following:

1. 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.

Courses

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

Lower Division

Psychology 100. Explorations in Psychology While exploring the person as a conscious, behaving, social organism, students examine the theories, evidence, and scientific methods of psychology and the implications of this science of psychology for understanding the individual within society.

Psychology 200. Introduction to Statistical Methods in Psychological Research The use of basic statistical methods in designing and analyzing psychological experiments. Topics covered include basic descriptive statistics, the normal curve, correlation, regression, and commonly used parametric and nonparametric inferential statistical techniques. Prerequisite: Pass ELM * and two years of high school algebra or equivalent. (Credit cannot be earned for both Psychology 200 and Mathematics 140.)

Psychology 277. Contemporary Psychological Topics (1-5) Examination of selected topics in contemporary psychology. Opportunity to work closely with a faculty member in a seminar early in the student's career. May be repeated for different course content. Prerequisites will vary depending on course content.

Psychology 289. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Psychology 290. Psychology as a Profession (1) Introduction to the profession of psychology with a particular emphasis on careers within the field of psychology. 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. Introduction to Research and Methodology in Psychology Assumptions of scientific research and issues in philosophy of science as applied in psychology. Selected concepts and methods of psychological research, including naturalistic observation, correlational procedures, quasi-experimental methods, and true experimental methods. Emphasis on the collection and interpretation of empirical data and the generalizations that can be drawn from these data. Lectures, discussion, and six hours of laboratory. Prerequisite: Psychology 100 and Psychology 200 (or equivalent).

Psychology 301. Principles of Learning The behavioral approach to psychology, which studies the processes through which behavior changes with experience. Emphasis on principles and application. Laboratories based primarily on experiments with animals. Lectures, discussion, and six hours of laboratory. Prerequisite: One course in psychology or permission of instructor. Recommended: Psychology 300.

Psychology 302. Perception and Information Processing The analysis of the sensory, cognitive, and memory processes involved in human perception and information processing, with some coverage of disorders in these processes. Lectures, discussion, and six hours of laboratory. Prerequisite: One course in psychology or permission of instructor. Recommended: Psychology 300.

Psychology 303. Brain and Behavior The neuropsychology of human emotion, motivation, learning and memory, perception, and motor activity, with some coverage of disorders in these aspects of behavior. Lectures, discussion, and six hours of laboratory. Prerequisite: One course in psychology or permission of instructor. Recommended: Psychology 300.

Psychology 309. Human Learning and Cognition The analysis of the processes involved in the acquisition of knowledge and skills, with particular emphasis on the influences of cognitive styles, motivation, attention, previous experiences, and environmental factors. Prerequisite: One course in psychology or permission of instructor.

Psychology 310. Child Psychology Problems, theories, methods, results in the study of the psychological development of the individual from birth to adolescence, with major focus on the period of early childhood. Lectures, discussions, and special investigations. Prerequisite: One course in psychology or permission of instructor.

Behavioral Science 311. Small Group Dynamics (For course description, see listing under "Interdisciplinary Courses", p. 106.)

IN ST 311. Psychology of Religion (For course description, see listing under "Interdisciplinary Courses", p. 108.)

Behavioral Science 312. Social Psychology (For course description, see listing under "Interdisciplinary Courses", p. 106.)

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.

* Exemption from ELM only by other test scores (such as SAT) or by certification of completion of general education requirement. (See p. 52 for explanation of ELM.)

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 317. Adult Socialization (For course description, see listing under "Interdisciplinary Courses", p. 106.)

Behavioral Science 318. Culture and Personality (For course description, see listing under "Interdisciplinary Courses", p. 106.)

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", p. 106.)

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", p. 106.)

IN ST 362. Psychotechnology and Human Values (For course description, see listing under "Interdisciplinary Courses", p. 106.)

Psychology 377. Contemporary Psychological Issues (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", p. 106.)

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 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.

Behavioral Science 400. Data Processing in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses", p. 106.)

Behavioral Science 401. Evaluation Research (For course description, see listing under "Interdisciplinary Courses", p. 107.)

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.

Psychology 429. Psychological Tests and Measurement Assessment of ability, performance, and personality. Primarily concerned with construction, interpretation, and application of objective, group-administered assessment instruments. Prerequisite: Psychology 200 (or equivalent) or permission of instructor.

Psychology 432. Industrial and Organizational Psychology Examination of theories and research related to performance in contemporary work organizations. Topics include personnel selection and placement, training program development and evaluation, supervisor/manager development, and human factors. Emphasis will be upon the personal and interpersonal processes that affect the various behavioral and motivational aspects of performance in the work organization. Lectures, discussion, case studies, and simulation exercises. Prerequisite: At least one upper-division course in psychology or Management 300, or permission of instructor.

Psychology 475. History and Systems in Psychology Historical analysis of the development of modern psychology as a science and the examination of its many strands—the evolution of research and theory, important figures and systematic positions, methods of thought and work, social and intellectual contexts—which have contributed to its pattern of development. Lectures, discussion, and special student projects. Prerequisite: Three upper-division courses in psychology.

Psychology 477. Selected Topics in Psychology (1-5) Offered periodically as announced. Examples of courses include: (Dating, Courtship, and Marriage, Interpersonal Behavior Laboratory, 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-graduate students. Interested students should contact the department office.

Psychology 490. Senior Seminar (6) Consideration of enduring issues facing the discipline. Critical examination and evaluation of evidence and of the inferences drawn from such evidence. Integration of information from other courses. Prerequisites: Senior standing, Psychology 300, and three other upper-division psychology courses.

Psychology 491. Senior Thesis (6) 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 The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Psychology 498. Directed Study in the Instruction of Psychology (1-5) Theory and method in undergraduate instruction in psychology. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, proctoring self-paced instructional units, course development, discussion group leadership, and in-depth directed readings of relevant topics. Offered on a credit, no-credit basis only. Prerequisite: Consent of instructor who will serve as sponsor 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 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 510.001. Human Development: Childhood and Adolescence (4) Focus on the developmental transitions from infancy through adolescence. Topics include biological basis of development, cognitive development, emotional development, personality development, social development, agents of socialization, the role of the family in development, and cultural and environmental influences on development. *Not available for undergraduate credit.* Prerequisite: Psychology 310.

Psychology 510.002. Human Development: Adulthood and Aging (4) Focus on the developmental transitions from early adulthood through senescence. Topics include psychophysiological changes, cognitive development and intellectual functioning, personality consistency and change, consistency and change in social roles, 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 510.001.

Behavioral Science 512. Advanced Social Psychology (For course description, see listing under "Interdisciplinary Courses," p. 107.)

Psychology 515. Descriptive Psychopathology (Formerly Psychology 525) Explorations of the phenomena of mental disorder through first-person accounts, case studies, and supervised field work. Special attention given to the phenomenology of the mentally disordered person and to various ways of conceptualizing the experience of psychopathology. Parallels the current Diagnostic and Statistical Manual (DSM) for the establishment of the etiology, diagnosis, and prognosis of various mental disorders. Seminar discussions and regularly scheduled field placement. Enrollment limited to 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 520. Professional Ethics (2) Focus on contemporary professional ethics common to the scope of clinical /counseling practice. Presentation of professional codes of ethics (AACD, AAMFT/CAMFT, and APA) and illustrative case examples of key ethical issues, such as confidentiality and the administration of psychological tests. *Not available for undergraduate credit.* (Same as ED-CS 520)

Psychology 530. Psychological Assessment of Intellectual Functioning and Interests (4) Introduction to the theories and applications of selected psychological tests to measure achievement, aptitude, ability, and interest. Special attention to the clinical process of planning and integrating assessment batteries. Includes consideration of the impact of cross-cultural variables on assessment. *Not available for undergraduate credit.* Prerequisite: Psychology 429 or ED-RS 680.001 and passing score on pretest. (Same as ED-CS 530)

Psychology 531. Psychological Assessment of Personality and Interpersonal Behavior (4) Introduction to the theories and applications of selected objective and projective psychological tests used to measure personality and interpersonal behavior. Special attention to the clinical process of planning and integrating objective assessment batteries. Includes consideration of the impact of cross-cultural variables on assessment.

Not available for undergraduate credit. Prerequisite: Psychology 429 or ED-RS 680.001 and passing score on pretest. (Same as ED-CS 531)

Psychology 540. Human Sexuality (4) (Formerly Psychology 451) Examination of the major variables affecting human sexuality. Includes the physiological, psychological, and socio-cultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders. Special attention to the etiology, assessment, and treatment of sexual dysfunctions and to the relationship between sexual dysfunction and intimate interpersonal relationships. *Not available for undergraduate credit.* (Same as proposed ED-CS 540)

Psychology 550. 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 577. Selected Advanced Topics in Psychology (1-5) Offered periodically as announced. Topics of special interest to graduates and senior students. May be repeated for different course content. Specific prerequisites will be indicated with each announced course.

Psychology 592. Diagnostic and Statistical Manual (1) Structure and use of the Diagnostic and Statistical Manual of the American Psychiatric Association. Lectures, discussion, and representative case materials. Prerequisite: Psychology 315 or consent of instructor. *Not available for undergraduate credit.*

Psychology 593. Diagnostic Interviewing (1) Techniques of intake interviewing and determining mental status to formulate a differential diagnosis, based upon the framework of the Diagnostic and Statistical Manual (DSM). Prerequisite: Psychology 592.

Psychology 600.001. Chemical Dependency (2) Focus on the various aspects of alcohol and drug abuse and dependency. Includes etiology, diagnosis, treatment, family, medical, and legal issues, and community resources. (Same as ED-CS 600.001)

Psychology 600.002. Abuse and Battering (1) Focus on the assessment of violence in families and in relationships. Emphasis on the physical, emotional, and sexual abuse of children, the elderly, and partners in intimate relationships. Includes abandonment, battering, rape, incest, general and severe neglect, willful cruelty, corporal punishment and injury, and abuse in out-of-home care. Also includes legal procedures for timely reporting of such victimization. (Same as ED-CS 600.002)

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

(4) Further examination of the theories and applications of selected intelligence tests for children and adults. Special attention to the administration, scoring, and interpretation of the WAIS-R and WISC-R. Includes laboratory, clinical observation, and report writing. Coursework requires two consecutive terms, taken as Psychology 630.001 (2) and Psychology 630.002 (2). Prerequisites: Psychology 530 and consent of instructor.

Psychology 631. Objective Assessment of Personality and Psychopathology (3) 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 632. Projective Assessment of Personality and Psychopathology (4) Further examination of the theories and applications of selected projective personality tests. Special attention to the administration, scoring, and interpretation of the Rorschach. Includes laboratory, clinical observation, and report writing. Coursework to be taken in separate quarters as Psychology 632.001 (2) and Psychology 632.002 (2). Prerequisites: Psychology 315, 316, 531, and consent of instructor. Strongly recommended: Psychology 515, 516, and 592.

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 660. Community Mental Health (Formerly Psychology 639)

Principles, current methods, and innovative approaches to the development, implementation, and evaluation of intervention programs at the community level. Special attention to the impact of cross-cultural values and age-, ethnic-, and gender-related differences upon the effectiveness of community mental health intervention programs. Prerequisite: Consent of instructor.

Psychology 670. Traineeship Practicum (5) Supervised experience as a trainee under a licensed professional in a mental health setting appropriate to the option selected. Involves a minimum of four periodic seminar meetings with the instructor during each term. 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.

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. Enrollment limited to the final term of the student's program. 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

*Start before
300*

supervised experience which may include developing examinations, proctoring exams, course development, discussion and simulation supervision, observing presentations, and in-depth directed reading. Offered on a CR/NC basis only. Prerequisite: Who will serve as sponsor, and approval of Psychology.

Individual Graduate Study (1-5) Investigation leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor. Offered on a CR/NC basis only.



Sociology/Anthropology Department

(DDH AA 209, 664-2368)

Chair: P. Silverman

Faculty: J. E. Granskog, J. D. McMillin, K. L. Nyberg, W. R. Paap, J. L. Ross, D. G. Solorzano, M. Q. Sutton, R. E. Travis

The degree programs offered by this department are intended to provide a basic understanding of how societies, communities, and smaller groups are organized and sustained. Some courses deal specifically with applied problems; others provide a more general understanding of culture, social organization and change, and social psychology. Students are encouraged to develop, in close consultation with a faculty advisor, a program relevant to their intellectual concerns and career goals. The two basic degree programs administered by the department are:

- (1) Bachelor of Arts in Sociology
- (2) Bachelor of Arts in Anthropology

Requirements for the Major in Sociology

Sociology is concerned with understanding the sources and consequences of human social action. To this end, it deals with the way action is modified or altered by participation in differing and changing social contexts; the way relationships that constitute human groups are patterned; the way systems of belief and values affect behavior; the way these beliefs, values, norms, and expectations are acquired; and the way people seek their own identity, satisfy their basic needs, and find a sense of self and purpose. A related aim of study in sociology is the development of an appreciation for the ways of gaining such understanding of human behavior through disciplined inquiry, observation, and research.

To fulfill the requirements for the major in Sociology the student must complete 10 courses in sociology acceptable to the department, including at least eight at the upper division level. In addition, familiarity with computer programming and data processing are strongly recommended, particularly for students considering graduate work.

Required courses are:

- A. One introductory course in sociology
- B. One college-level course in statistical analysis of data, approved by the department.
- C. Two courses in research methodology
 - 1. Behavioral Science 300. Introduction to Research Methods.
 - 2. Behavioral Science 400. Data Processing.
- D. Sociology 301. Theoretical Perspectives in Sociology.
- E. Four additional courses in sociology (with approval of advisor), three of which must be upper division.
- F. Sociology 490. Senior Seminar

Minor, Concentration, Augmentation

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

1. A special minor (p. 69, 71).
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," pp. 106-109).

Requirements for the Minor in Sociology

Four courses in sociology, totaling 20 quarter units, at least three of which must be upper division.

Teaching Credential—Single Subject

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.

Sociology 220. Contemporary Social Problems in American Society An examination of social problems currently affecting the lives of a wide range of the American people. This may include discussion of such current issues as poverty, unemployment, school desegregation, the women's movement, homosexuality, the disabled, drugs, crime, welfare, and alienation. The particular social problems discussed are examined, using sociological concepts. Students are encouraged to formulate their own views regarding present and future impact of the problems on American society. One course in sociology recommended.

Sociology 277. Contemporary Sociological Topics (1-5) Extensive analysis of selected contemporary topics in sociology. Subjects vary from term to term, but include such topics as in-

tergroup relations among especially selected groups, analysis of specific social problems, etc. Prerequisite: one course in behavioral science. May be repeated for different course content.

Sociology 289. Experiential Prior Learning (1-5) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

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.

Upper Division

Behavioral Science 300. Introduction to Research Methods (For course description, see listing under "Interdisciplinary Courses", p. 106.)

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", p. 106.)

Behavioral Science 312. Social Psychology (For course description, see listing under "Interdisciplinary Courses", p. 106.)

IN ST 313. Sociology of Religion (For course description, see listing under "Interdisciplinary Courses", p. 108.)

Behavioral Science 317. Adulthood and Society (For course description, see listing under "Interdisciplinary Courses", p. 106.)

Behavioral Science 318. Culture and Personality (For course description, see listing under "Interdisciplinary Courses", p. 106.)

Behavioral Science 321. Community Politics (For course description, see listing under "Interdisciplinary Courses", p. 106.)

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

Behavioral Science 331. Political Sociology (For course description, see listing under "Interdisciplinary Courses", p. 106.)

Sociology 333. Mexican Americans in Contemporary Society An analysis of the political, social, and cultural development of the Mexican-American. Emphasis is on modern social problems and sociological factors, with evaluation of various causes and solutions of problems. Discussions and selected investigations. One course in sociology recommended.

Behavioral Science 334. Participant Observation Research (For course description see listing under "Interdisciplinary Courses", p. 106.)

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.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio (For course description, see listing under "Interdisciplinary Courses", p. 106.)

Sociology 355. The Sociology of Chemical Dependency Analysis of the social causes, consequences, and treatment of

chemical dependence. Depressants, stimulants, and hallucinogens are covered. Attention is given to local community alcohol and other drug programs designed to cope with chemical dependence. One course in sociology is recommended.

Sociology 364. Family and Society An 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.

Sociology 368. The Sociology of Mental Illness This course focuses on the analysis of the relationship between social group membership and mental illness. Topics covered include: differential social perceptions of mental illness; the nature of mental illness in other societies; the extent of mental illness in the United States; the frequency and type of traditional psychiatric complaints in various age, sex, and social class groups; variations in the nature of treatment given to these social groups; psychiatric treatment as a method of social control; the social effects of institutionalization on patients; mental illness as a learned behavior. Possible field visits to mental health agencies. Prerequisite: One course in sociology or permission of instructor.

Sociology 375. Clinical Sociology This course is designed to familiarize students with the profession of clinical sociology and the sociological theory on which it is based. Clinical sociologists analyze human problems anchored in social contexts and devise appropriate interventions. Use of case studies, guest practitioners, and analytic exercises that require students to apply and integrate the knowledge they are acquiring. Ideally, this course not only helps individuals to change themselves, but also helps individuals in changing the harmful aspects of their social environment. One course in sociology recommended.

Behavior Science 382. The Aged (For course description, see listing under "Interdisciplinary Courses", p. 106.)

Behavioral Science 400. Data Processing in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses", p. 106.)

Behavioral Science 401. Evaluation Research (For course description, see listing under "Interdisciplinary Courses", p. 107.)

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.

Sociology 410. Computers In Society Computers, their applications, and their impact on people and social institutions. Social problems created by the use of computers and their remedies will be discussed, as well as computer solutions to social problems. Information will be presented to urge constructive and creative thinking about technology, its uses, and its social impact.

Sociology 412. The Sociology of Agriculture A systematic analysis of the social causes, contexts, and consequences of agriculture, especially in the United States. Special attention is focused on the role of agriculture in social change and economic development, and their impact on rural people. Finally, forecast and change models are employed to consider agriculture in the 21st century. One course in sociology recommended.

Behavioral Science 435. Family and Kin Around the World (For course description, see listing under "Interdisciplinary Courses", p. 107.)

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 441. The Sociology of Organizational and Administrative Behavior Analyses of the behavior of persons operating within a variety of organizational settings such as hospitals, banks, insurance companies, penal institutions, social service institutions, and governmental units. While the perspective is sociological, examples and findings relevant to other academic fields (e.g., psychology, business administration, education) are employed, with emphasis on development of theoretical and methodological skills for organizational problem solving. Topics covered include: alternative models of organizational behavior; organizational power and authority; supervisory styles; work group behavior; communication networks; motivation, satisfaction, and morale of employees; and organizational change. One course in sociology recommended.

Sociology 443. Collective Behavior 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. One course in sociology recommended.

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 450. Population Dynamics and Demography 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 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. Examples of possible topics include: Sociology of Mass Communications; Role and Reference Group Behavior; Social Movements. One course in sociology recommended. May be repeated for different course content.

Sociology 481. Directed Research in Sociology (1-5) Students prepare and carry out a research proposal under faculty guidance. The preparation of the proposal includes defining the problem, reviewing relevant literature, developing a theoretical perspective and constructing a research design. Students then will be expected to complete their research project by collecting and analyzing data and writing up a final report. One course in sociology recommended.

Sociology 489. Experiential Prior Learning (1-5) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-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, or concurrent enrollment in, other courses required to complete the major and the minor, or permission of instructor.

Sociology 496. Internship in Applied Sociology (1-5) Supervised field experience in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area. 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.

Behavioral Science 498. Directed Study in Teaching the Behavioral Sciences (1-5) (Theory and method in undergraduate instruction.) Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, course development, discussion group leadership, selected lectures, and in-depth directed readings of relevant topics. Prerequisite: Consent of instructor who will serve as sponsor, approval by chair of Department of Sociology/Anthropology.

Sociology 499. Individual Study (1-5) Individual study under the direction of a faculty member. Prerequisite: permission of instructor and approval of the department.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses", p. 107.)

Behavioral Science 501. Advanced Research Design and Analysis (For course description, see listing under "Interdisciplinary Courses", p. 107.)

Behavioral Science 512. Advanced Social Psychology (For course description, see listing under "Interdisciplinary Courses", p. 107.)

Sociology 524. Seminar on Deviance An in-depth examination of major theoretical positions advanced in the sociology of deviance. Emphasis is placed on the research and policy implications which follow from these statements. Prerequisite: One course in the sociology of deviant behavior.

Behavioral Science 540. Social Organization (For course description, see listing under "Interdisciplinary Courses", p. 107.)

Sociology 541. The Sociology of Complex Organizations Emphasis on intensive examination of service organizations, i.e., organizations which have people as their primary product (mental institutions, schools, hospitals, prisons, etc.). Analysis includes consideration of both formal and informal structure, the effect of the organization and its goals on both the staff and the people being served, as well as the implications for the larger society and service-oriented bureaucratic organizations. Field work required. Prerequisite: One course in complex organizations.

Sociology 577. Advanced Topics in Sociology (1-5) Exploration at an advanced level of selected topics in sociology. May be repeated for different course content.

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

Sociology 699. Individual Graduate Study (1-5) Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor.

Requirements for the Major in Anthropology

To fulfill the requirements for the major in Anthropology, a student must complete nine courses in anthropology and cognate areas, acceptable to the department, including at least six at the upper division level. The following courses are required:

- A. One introductory course in cultural anthropology
- B. One introductory course in physical anthropology or archaeology.
- C. Two research methods courses:
Behavioral Science 300. Introduction to Research Methods

Arts and Sciences—Sociology/Anthropology

Behavioral Science 400. Data Processing in Behavioral Sciences

D. Anthropology 490. Senior Seminar

E. One course dealing with culture as an adaptive system. Among the courses that satisfy this requirement, the following are included.

- Anthropology 333. Culture and Environment
- Anthropology 370. Third World Communities
- Anthropology 390. Principles of Archaeology

Behavioral Science 406. Social Epidemiology of Aging

F. One course dealing with culture as a symbolic/expressive system. Among the courses that satisfy this requirement, the following are included.

- Behavioral Science 318. Culture and Personality
- IN ST 319. Anthropology of Religion
- Anthropology 320. Culture and Communication
- Anthropology 325. The Anthropology of Sport

G. One course dealing with culture as an interactional system, including age/sex distributions and cultural dynamics. Among the courses that satisfy this requirement, the following are included.

- Anthropology 338. The Anthropology of Women
- Anthropology 339. Sexual Behavior in Cross-Cultural Perspective

Behavioral Science 382. The Aged

Behavioral Science 435. Family and Kin Around the World

Behavioral Science 471. Culture Change

H. One additional course in anthropology or a cognate area. This course should be selected in accordance with the student's emphasis. Students who intend to continue their studies at the graduate level are strongly encouraged to take one of the appropriate statistics courses, Mathematics 140 or Psychology 200. Other possible cognate courses include, but are not limited to, the following:

- Behavioral Science 312. Social Psychology
- Behavioral Science 317. Adulthood and Society
- Behavioral Science 351. Social Psychology of the Ghetto/Barrio

Behavioral Science 401. Evaluation Research

Biology 203. Principles of Ecology

Geology 201. Physical Geology

Geology 305. Concepts of Paleontology

English 415. Introduction to Linguistics

French 320. French Culture and Civilization

History 268. The History of Native Americans

History 437. The Afro-Creole Caribbean

History 441. Ancient Mexico

IN ST 311. Psychology of Religion

IN ST 313. Sociology of Religion

Political Science 307. Developing Political Systems

Political Science 308. Government and Politics in China

Sociology 327. Race and Ethnic Relations

Sociology 333. Mexican-Americans in Contemporary Society

Spanish 320. Culture and Civilization of Latin America

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

Minor, Concentration, Augmentation

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

1. A special minor (p. 69).
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.

3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," pp. 106-109).

Requirements for the Minor in Anthropology

Four courses totaling 20 quarter units in anthropology, at least three of which must be upper division.

Teaching Credential—Single Subject

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.

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.

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

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-Saharan), South American Indians, and North American Indians.

Anthropology 277. Contemporary Anthropological Topics (1-5) Extensive analysis of selected contemporary problems in anthropology. Subjects vary from term to term, but include such topics as cultural factors in the modernization of specific areas of the world, the use of anthropological techniques in

studying contemporary problems in American society, special areas in anthropology such as general archeology, etc. Prerequisite: one course in a behavioral science. May be repeated once on a different topic for credit.

Anthropology 289. Experiential Prior Learning (1-5)

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

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.

Upper Division

Behavioral Science 300. Introduction to Research Methods (For course description, see listing under "Interdisciplinary Courses", p. 106.)

Behavioral Science 318. Culture and Personality (For course description, see listing under "Interdisciplinary Courses", p. 106.)

IN ST 319. Anthropology of Religion (For course description, see listing under "Interdisciplinary Courses", p. 108.)

Anthropology 320. Culture and Communication Examines both verbal and non-verbal modes of human communication, including the use of spatial relations, gestures, facial expressions, and language, from a cross-cultural perspective. The major emphasis of the course is on oral systems of communication and focuses on the historical and structural study of the language, ethnosemantics, and the relationships between language and other aspects of culture. One course in anthropology recommended.

Anthropology 325. 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. One course in anthropology recommended.

Anthropology 333. Culture and Environment An examination of selected societies around the world, focusing on the ways in which the surroundings in which people live affect their patterns of social interaction, use of public and private space, and ideology. Includes an analysis from an ecological perspective of the problems faced by societies undergoing modernization. One course in anthropology recommended.

Behavioral Science 334. Participant Observation Research Collecting, analyzing and reporting qualitative data from everyday life, natural social settings. Coverage includes the techniques of participant observation, including establishing rapport, notetaking, ethics of ethnographic fieldwork, and interviewing techniques. Emphasis is on the formulation of a research problem and the use of conceptual and theoretical materials in the analysis of field data. Each student completes a fieldwork project based on data collected in public places, organizations, or other community settings. Prerequisite: One previous course in anthropology, sociology, or related field. Carries credit in Anthropology or Sociology.

Anthropology 338. The Anthropology of Women A cross-cultural examination of the variable roles of women in societies ranging from hunting and gathering bands to post-industrial society. Particular attention given to analyzing the cultural forces that determine how sex roles are defined and how they change. Students of both sexes are welcome to participate. One course in anthropology or sociology recommended.

Anthropology 339. Sexual Behavior In Cross-Cultural Perspective 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. Prerequisite: Introductory course in one of the behavioral science disciplines. One course in anthropology recommended.

Anthropology 353. Peoples of Mexico An analysis of social, economic, political, and religious institutions in various contemporary rural Indian and Mestizo communities. One course in anthropology recommended.

Anthropology 370. Third World Communities Most of the people in underdeveloped countries are found in rural communities—communities that are presently caught up in the processes of modernization. The focus of this course is on an examination of the lifeways of such communities from representative societies of the Third World (including India, Mexico, and the Middle East), and how they cope with the stresses and problems produced by modernization. Requires extensive writing. One course in anthropology recommended.

Behavioral Science 382. The Aged (For course description, see listing under "Interdisciplinary Courses", p. 106.)

Anthropology 390. Principles of Archaeology The theory, method, and techniques employed by archaeologists in excavation, archaeological survey, reconstruction of prehistoric cultures, and the interpretation of culture history. Problem formulation and research design in archaeology. The history and contemporary developments of archaeological research. One course in anthropology recommended.

Anthropology 391. Field Archaeology Archaeological excavation and survey in the Kern County area. All aspects of field techniques are covered: field reconnaissance and survey, site recording, mapping, excavation and evaluation of data. Students excavate a selected archaeological site and analyze the artifacts uncovered. A field trip fee may be required. Consult the Class Schedule for specific details.

Anthropology 392. Laboratory Methods in Archaeology (3) 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.

Behavioral Science 400. Data Processing in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses," p. 106.)

Behavioral Science 401. Evaluation Research (For course description, see listing under "Interdisciplinary Courses", p. 107.)

Anthropology 402. Selected Topics in Anthropological Theory An intensive investigation of selected concerns within anthropological theory. This involves an in-depth critique of designated theoretical issues, as determined by the instructor. Lec-

tures and discussion. Prerequisite: Anthropology major and senior standing. May be repeated for different course content.

Behavioral Science 406. Social Epidemiology of Aging

The course is concerned with the relationship between social, cultural, and psychological factors in the etiology, occurrence, and distribution of morbidity and mortality. Emphasis is on the epidemiology of life styles and environmental factors associated with the aging individual's susceptibility to disease. Course content is designed for students in the behavioral sciences, nursing, and health sciences.

Behavioral Science 435. Family and Kin Around the World

(For course description, see listing under "Interdisciplinary Courses", p. 107.)

Anthropology 460. Seminar In Aging: Culture and Ethnicity

The seminar is concerned with the process and experience of aging in selected cultures throughout the world and ethnic groups within the United States. Cross-cultural studies are examined for generalizations regarding the role and treatment of the aged in a variety of cultural settings. With respect to the ethnic groups within the United States, major emphasis is given to Black and Hispanic elderly. Prerequisite: Behavioral Science 382 or permission of the instructor.

Behavioral Science 471. Culture Change (For course description, see listing under "Interdisciplinary Courses", p. 107.)

Anthropology 477. Selected Topics in Anthropology (1-5)

Offered periodically as announced. Examples of courses currently planned for the future include the following: Applied Anthropology; Medical Anthropology. One course in anthropology recommended. May be repeated for different course content.

Anthropology 481. Directed Research In Anthropology

(1-5) Students design and carry out a research project under the supervision of a faculty sponsor. Prerequisite: Permission of instructor.

IN ST 486. Educational Anthropology (For course description, see listing under "Interdisciplinary Courses," p. 108.)

Anthropology 489. Experiential Prior Learning (1-5)

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

Anthropology 490. Senior Seminar In Anthropology (6)

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

Anthropology 496. Internship in Community Anthropology (1-5)

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

Behavioral Science 498. Directed Study in Teaching the Behavioral Sciences (1-5) (Theory and method in under-

graduate instruction.) Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, course development, discussion group leadership, selected lectures, and in-depth directed readings of relevant topics. Prerequisite: Consent of instructor who will serve as sponsor, approval by chair of Department of Sociology/Anthropology.

Anthropology 499. Individual Study (1-5) Individual study under the direction of a faculty member. Prerequisite: Permission of the instructor and approval of the department.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses", p. 107.)

Behavioral Science 501. Advanced Research Design and Analysis (For course description, see listing under "Interdisciplinary Courses", p. 107.)

Behavioral Science 540. Social Organization (For course description, see listing under "Interdisciplinary Courses", p. 107.)

Anthropology 545. Theories of Culture An examination of the major theoretical orientations in contemporary cultural anthropology. Attention is given to several basic controversies: materialism vs. idealism, synchronic vs. diachronic studies, positivist vs. interpretive approaches.

Anthropology 577. Advanced Topics in Anthropology (1-5) Exploration at an advanced level of selected topics in anthropology. Prerequisite: permission of the instructor. May be repeated for different course content.

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

Anthropology 699. Individual Graduate Study (1-5) Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor.

School of Business and Public Administration

(DDH A100, 664-2157)

Dean: Michael R. Carrell

The School of Business and Public Administration is a professional school dedicated to educating students to become more effective and efficient managers in the public and private sectors operating in the complex and dynamic world of today. The primary skills emphasized in the school are problem identification, analysis of the problem in the context of the economic, social, political and philosophical forces that must be considered, and the development of problem solutions appropriate to the context in which the problem exists. This requires an integration of all the skills and disciplines learned in the course work of either the graduate or undergraduate programs.

The demanding programs in the School build upon the general education curriculum the prospective business and public administration student completes in the freshman and sophomore years. The knowledge and skills learned in this broadly based program are enhanced as the student enters the upper level professional program of Business and Public Administration.

In pursuing its educational mission, the School must be responsive to the needs and desires of its primary service area as well as the market outside. The faculty of the School, recognizing this need, has pursued research interests both within and outside the primary market. These research efforts have been critical to the growth and development of the School and have contributed significantly to the basic educational goals of the institution. In recent decades, the relevant geographical area of the school has expanded far beyond local, regional or even national boundaries. Decisions made today must consider the international environment within which most organizations operate. Research and teaching efforts of the School are designed to reflect this ongoing change.

The information explosion of yesterday continues unabated. The effective manager must be able to consolidate the data available and integrate this information across the disciplines. Management decisions cannot be made without consideration of the impact of marketing, operations, finance, human resources and other critical areas. The computer facilitates the integration and evaluation of this data, but must be understood and available at all levels of management. This means factoring computer applications and technology into all disciplines as a tool of management not as a separate discipline.

Excellence in education is a phrase that becomes a reality in BPA. The School is staffed with a faculty drawn from many of the top schools of business and public administration in the United States. As the School grows in response to ever increasing numbers of students entering, the faculty has grown . . . not only in physical numbers but in the necessary skills required to meet the new technological and conceptual changes occurring in the private and public sectors. An effective educational institution must proact to these changes

rather than just react. The lead time required to train future managers in new technologies can often be two to three years. This requires close contact with the practicing managers in the public and private sectors and requires close and continuous contact between the academician and the practitioner. The faculty of the School of Business and Public Administration interface with practitioners in their research and consulting efforts. Combining this approach with outstanding academic credentials yields a faculty truly capable of preparing the managers of the future as well as enhancing the managers of today many of whom comprise the graduate student population in the School.

A particularly significant force that provides invaluable services and support to the School is the Business Advisory Council. This is a group of twelve senior executives from national, regional and local businesses and governmental agencies. This council advises the Dean of the School in matters concerning the needs of the public and private sectors, in the evaluation of the graduates from the programs, in the trends that are appearing in the various sectors and acts as a sounding board for new programs or changes to existing programs.

Structurally, the School of Business and Public Administration is organized into five major departments: Accounting, Finance, Management, Marketing and Public Policy and Administration. These five departments represent five of the six concentrations offered in the School. The Management Department also houses the new Management Information Systems concentration.

Degree Programs

Undergraduate:

Bachelor of Science in Business Administration with concentrations in:

Accounting
Finance
Management
Management Information Systems
Marketing
General Business

Bachelor of Arts in Public Administration

Graduate:

Master of Business Administration (MBA)
Master of Public Administration (MPA)
Master of Science in Administration—Health Care Management (MS-HCM)

Both the undergraduate and the graduate business programs are accredited by the American Assembly of Collegiate Schools of Business (AACSB). This is particularly significant in that only 210 institutions in the United States have both their undergraduate and graduate programs accredited. The School

Business and Public Administration

of Business and Public Administration is one of the smallest and youngest to have both of their programs accredited by this prestigious organization, a confirmation of the quality of the faculty and their dedication to excellence in education.

The School has active chapters of Beta Gamma Sigma, the top national academic honorary for business majors, Sigma Iota Epsilon, national management honorary, Alpha Mu Alpha, national marketing honorary, Alpha Kappa Psi, national business fraternity, and Pi Alpha Alpha, national honorary for Public Affairs and Administration.

The Center for Business and Economic Research (CBER) conducts basic and applied research to serve the needs of the business, public and not-for-profit sectors of our community. The Institute of Accounting, formed through the generosity of accounting firms and other friends of CSB, provides augmented services to the professional Accounting Community and CSB students. The Institute for Public Administration is a functional bridge between California State University, Bakersfield and the public service community of Kern County and the College's service area. As such, the Institute brings together in a working coalition, management personnel from the public, non-profit, volunteer, and health sectors with appropriate faculty and administrators from the CSB community. Purposes of the Institute for Public Administration include: promoting management and supervisory training in the public, non-profits, volunteer, and health sectors within the CSB service area; relating management and supervisory training needs and other educational needs of public service personnel to available resources of CSB; encouraging and engaging in research focused on public, non-profit, volunteer, and health sector issues and needs; and cooperation with appropriate professional and academic groups and public service agencies in furthering the aforementioned objectives.

The Small Business Institute (SBI) is part of a program supported by the Small Business Administration (SBA) at some 500 universities and colleges throughout the country. SBA regional offices direct appropriate businesses to sponsoring SBI institutions for assistance in marketing, financial planning, accounting, and various other business management areas. Students participate in the SBI program at Cal State Bakersfield by enrolling in BA 428 at the undergraduate level or BA 628 at the graduate level. The students, acting as consultants under faculty supervision, conduct relevant field investigations for SBI clients and prepare a final written case report. Local businesses and students interested in the SBI program should contact the SBI director for further information.

American Institutions Requirement

The School of Business and Public Administration offers an interdisciplinary course in conjunction with the Political Science Department, IN ST 375: Administrative Processes in Government (see page 79) which satisfies the US Government portion of the American Institutions requirement.

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 Business and Public Administration Dean 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.

To assure that a graduate of the business program is broadly educated, all Business Administration majors are required to take a minimum of 75 quarter units in courses offered outside the areas of business and economics.

Requirements for Major in Business Administration

The major consists of a minimum of 92 quarter units to be completed with a minimum cumulative grade point average of 2.0 in all courses counted for the major.

A. Required Lower Division Foundation Core

ACC 201	Fundamentals of Accounting I
ACC 202	Fundamentals of Accounting II
MIS 200	Introduction to Computers and Information Systems
ECON 201	Essentials of Economic Theory: Microeconomics
ECON 202	Essentials of Economic Theory: Macroeconomics (Econ 101/102 satisfy Gen. Ed. Goal VII)
MATH 120	Introduction to Quantitative Methods in Business
MATH 140	Elementary Statistics (satisfies Gen. Ed. Goal IV)

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)

MGT 300	Management and Organizational Behavior
MGT 301	Quantitative Methods and Information Systems
MGT 302	Introduction to Operations Management
MKT 300	Marketing Management
FIN 300	Financial Management
BA 370	Legal Environment of Business
BA 374	Business and Society
BA 490	Senior Seminar in Business Administration

C. Upper Division Concentration Electives

To qualify for the B.S. in Business Administration the business major must complete the required lower division foundation courses, the upper division core courses, and an additional minimum of 20 quarter units of upper division courses selected from a specific area of concentration or in accordance with the guidelines for a General Business concentration. The specific course requirements for the available areas of concentration are listed under the general heading of the department offering the specialization area. No course numbered 496, 497, or 499 can be used to satisfy any concentration elective requirements for a B.S. in Business Administration.

Requirements for a general business concentration

To qualify for the B.S. in Business Administration with a concentration in General Business a student must select at least five additional upper division courses from at least three of the business departments.

Requirements for a minor in business administration

A minor in Business Administration is available to candidates for a B.A. degree. A minor is not required for students majoring in Business Administration.

A student desiring a minor in Business Administration must take ACC 210 Accounting Perspectives (or ACC 201 and 202), FIN 300 Financial Management, MGT 300 Management and Organizational Behavior and MKT 300 Marketing Management. Special designed minors can be requested by written petition to the Dean of the School of Business and Public Administration. Special minors must be approved prior to taking any of the designated courses.

Business Administration Courses**Lower Division**

BA 100. Perspectives in Business The conceptual foundations of business are covered, with consideration of the roles and social responsibilities of business in modern society. An explanation of American business enterprises and their functions. Case studies and practical problems illustrating current practices and functional interrelationships in important areas of business to other disciplines. Not open to upper division BA students.

BA 272. Business Law I An introduction to business law. Topics include overview of legal system, contracts, agency, property, debtor and creditor relations, and an introduction to sales.

BA 273. Business Law II A continuation of Business Law I including attention to sales, commercial paper, partnerships, corporations, and the regulation of business. Prerequisite: BA 272.

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 external environment within which the business firm must operate. Considers those situations where the market system fails to solve problems that society deems important. Topics include consumerism, ecology, quality of work life, ethics in business and corporate response to the environment.

BA 393. Intercollegiate Business Policy Games This course consists of a three quarter sequence during which a team of students prepares for and competes in Intercollegiate Business Policy Games. The fall and winter quarter segments are taught locally and consist of lecture and discussion geared toward preparation of the student team to compete in the computerized game competition held annually in Reno, Nevada, in early spring. Offered on a credit, no-credit basis only. Prerequisite: permission of instructor.

BA 428. Small Business Consulting Students are assigned as consultants to 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, MGT 300, 301, 302, and MKT 300.

BA 497. Cooperative Education (1-5) The Cooperative Education Program provides a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and a faculty liaison working with the field supervisor. May not be used to satisfy the requirements of the Business Administration major. CR/NC only.

Graduate (MBA) Courses

BA 628. Small Business Consulting Students are assigned as consultants to 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: ACC 600, FIN 600, MGT 600, MGT 602 and MKT 600.

Accounting Department

(DDH A101, 664-3406)

Chair: J. Patten

Faculty: L. Bacon, G. Blankenbeckler, A. Burrowes,
H. S. Jones, H. Purcell, J. Ruiz

Concentration: Accounting

Requirements: Student must take:

- BA 272 Business Law I**
- ACC 300 Intermediate Accounting I**
- ACC 301 Intermediate Accounting II**
- ACC 302 Intermediate Accounting III**
- ACC 303 Managerial Accounting**
- ACC 304 Federal Income Tax Accounting I**

and one additional course selected from the following:

- ACC 305 Federal Income Tax Accounting II**
- * **ACC 400 Advanced Accounting**
- ACC 401 Advanced Managerial Accounting**
- * **ACC 408 Auditing**

Recommended electives (not required)

All fields of Accounting:

- MIS 340 Data Base Fundamentals**
- MIS 380 Systems Analysis and Design**
- COM 304 Technical and Report Writing**

Public Accounting:

- ACC 305 Federal Income Tax Accounting II**
- ACC 400 Advanced Accounting**
- ACC 408 Auditing**
- FIN 350 Risk Management**
- BA 273 Business Law II**

Managerial Accounting:

- ACC 401 Seminar in Managerial Accounting**
- FIN 350 Risk Management**
- FIN 400 Seminar in Financial Management**
- MIS 340 Data Base Fundamentals**

Non-profit and Governmental:

- INST 375 Administrative Processes in Government**
- MIS 340 Data Base Fundamentals**
- PPA 478 Budgeting in Public Organizations**

* A prerequisite for 400 and 408 accounting courses is the completion of the college-wide upper division writing requirement.

Courses

Lower Division

ACC 201. Principles of Accounting I Accounting concepts and techniques essential to prepare balance sheets and income statements for a business enterprise.

ACC 202. Principles of Accounting II A continuation of accounting for the preparation of financial statements—accounting for long term balance sheet items, stockholder's equity and financial statement analysis concluding with an introduction to internal accounting analysis and feedback for the benefit of management. Prerequisite: ACC 201.

ACC 210. Accounting Perspectives A course for non-business majors with an overview of financial and managerial accounting concepts and reports. NOTE: Credit not allowed toward a business major.

Upper Division

ACC 300. Intermediate Accounting I Financial accounting theory, concepts and practices, the accounting cycle, with an overview of the financial statements and working capital. Prerequisite: ACC 202.

ACC 301. Intermediate Accounting II A continuation of financial accounting theory, concepts and practices with reference to accounting policy, long-term assets, long-term debt, and stockholders' equity. Prerequisite: ACC 300.

ACC 302. Intermediate Accounting III A continuation of financial accounting theory, concepts and practices with reference to accounting policy, leases, change statements, price level adjustments, financial analysis and other selected special problems. Prerequisite: ACC 301.

ACC 303. Managerial Accounting Internal accounting, with emphasis on generation of information for managerial planning and control. Cost accumulation through conventional systems, and for fully automated factories, comparison of budgeted and historical data, introduction of standards, and analysis of variances. The concepts of direct costing, responsibility accounting, by-product and joint product costing. Prerequisite: ACC 202.

ACC 304. Federal Income Tax Accounting I Basic concepts applicable to all taxpayers, with particular emphasis on the individual taxpayer. Prerequisite: ACC 202.

ACC 305. Federal Income Tax Accounting II Taxation of partnerships, corporations, estates and trusts. Prerequisite: ACC 304.

ACC 400. Advanced Accounting Special problems of accounting for combined corporate entities, fiduciaries, estates and trusts, nonprofit organizations, and governmental units. Prerequisite: ACC 302 and completion of upper division writing requirement.

ACC 401. Seminar in Managerial Accounting The generation, communication and use of accounting data in the management of organizations.

ment functions. The application of quantitative techniques to management problems such as segment reporting, distribution costs, capital budgeting, and pricing policy. Prerequisite: ACC 303.

ACC 408. Auditing The fundamentals of auditing theory and practice, ethical standards, auditing standards, auditing techniques, and the audit report; special emphasis on independent audits by CPAs and the CPA's role in society. Prerequisites: ACC 302, 303 and completion of upper division writing requirement.

ACC 477. Selected Topics Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

ACC 499. Individual Study Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirements for the Business Administration degree.

Postbaccalaureate

ACC 500. Essentials of Financial Accounting A summary of the principles and procedures applied to data collection, analysis and external financial reporting. Acceptable as the foundation requirement for the MBA degree, but it is *not* available for credit for students with both ACC 201 and 202, or equivalent.

Graduate

ACC 600. Accounting for Management Decision Makers Basic accounting concepts and procedures, stressing internal uses of data by management. Application of data thus generated to management's problems involving cost control, transfer pricing, feasibility studies, incremental cost analysis, and related topics. (Not open for credit to students who have completed ACC 303 or students with an undergraduate Accounting major.)

ACC 677. Selected Topics in Accounting Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

ACC 699. Individual Graduate Study Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirements for the Business Administration degree.



Finance Department

(DDH A101, 664-3406)

Chair: K. Shakoori

Faculty: R. Fletcher, G. Wood

Concentration: Finance (20 quarter hours)

Areas of Emphasis: General Finance, Managerial Finance, Investments, Real Estate

General Finance

Four courses selected from any of the following areas of emphasis.

Managerial Finance (20 quarter units)

- FIN 320 Investments**
- FIN 400 Seminar in Financial Management**
- FIN 450 Employee Benefit Planning**
- FIN 460 Financial Institutions Management**
- FIN 490 International Business Finance**

Investments (20 quarter units)

- FIN 320 Investments**
- FIN 350 Risk Management**
- FIN 420 Seminar in Portfolio Management**
- FIN 450 Employee Benefit Planning**
- FIN 480 Real Estate Finance and Investments**

Real Estate (20 quarter units)

- FIN 460 Financial Institutions Management**
- FIN 470 Real Estate Capital Markets (New Course)**
- FIN 475 Real Estate Appraisal (New Course)**
- FIN 480 Real Estate Finance and Investment**
- FIN 485 Land Use and Public Policy (New Course)**
- MKT 303 Management of the Sales Function**
- MKT 400 Marketing Research and Control**

The following courses meet the statutory college course requirements for the California Real Estate Broker's license:
ACC 201 or 202 General Accounting
BA 372 Business Law
FIN 480 Real Estate Finance and Investments

Finance Courses

Upper Division

FIN 300. Financial Management Theory of financing the business firm under uncertainty. The supply and demand for capital, asset management, capital structure analysis, cost of capital, and capital budgeting decisions. Statistical and financial analysis of problem sets also included as well as computer applications.

FIN 320. Investments Principles of analysis of various types of securities, securities markets, and institutions. Formulation of

investment strategies. Quantitative investment techniques and analyses of financial statements included with computer applications. Prerequisite: FIN 300 or permission of instructor.

FIN 350 Risk Management Treatment of property, liability, and personnel risks using insurance and non-insurance techniques. Investigation of the probability of loss, different types of probability distributions, and other statistical tools.

FIN 400. Advanced Financial Management Builds on the concepts introduced in FIN 300. Case method utilizing statistical and financial analyst techniques and computer applications to show real world application. Prerequisite: FIN 300.

FIN 420. Portfolio Management Analysis of security investments using quantitative techniques. An investigation of financial tools appropriate to financial statement analysis is also included. Emphasis on investment portfolios rather than 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 fi-

nancial 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 Finance An investigation of the problems facing financial managers in international operations. Some topical areas covered include foreign exchange, international financial markets, and foreign investment analysis. Statistical tools for analysis of international financial problems will be introduced. Student presentations utilized in the course. Prerequisite: FIN 300.

FIN 499. Individual Study Individual study is offered to give the student experience in planning and outlining a course of study on the student's own initiative under departmental supervision. Independent study should deal with a special interest not covered in a regular course or with the exploration in greater depth of a subject presented in a regular course. Instructor consent is required. May not be used to satisfy the requirements of the Business Administration major.

Post Baccalaureate

FIN 500. Corporate Financial Management Explores financial theories of the firm and introduces practical decision methods. Topical areas include: capital budgeting, risk, capital structure, financing, working capital, acquisitions, and international factors. Statistical and financial analysis using the computer are also covered.

Graduate

FIN 600. Seminar in Financial Policy Formulation of financial policies for obtaining and using financial resources. Emphasis is placed on the theoretical and practical problems in planning and controlling a company's financial structure, capital investments, working capital, long-term financing, and acquisitions. Statistical and financial analysis of cases are utilized along with exposure to computer-related packages.

FIN 620. Seminar in Investments Discussion and analysis of security investments. Emphasis directed toward understanding financial concepts and theories as they relate to investments. Statistical analysis and exposure to computer-related programs also presented.

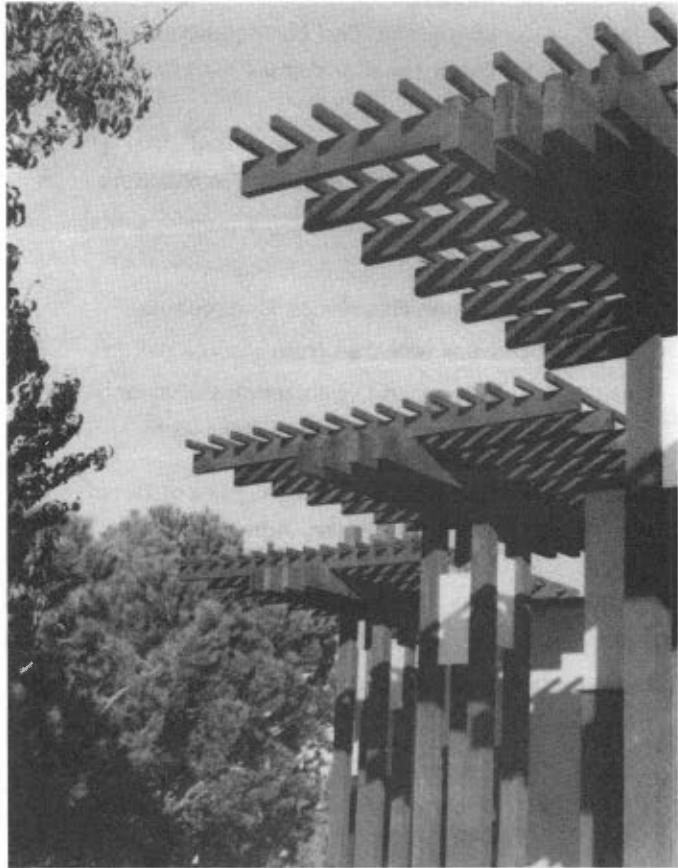
FIN 660. Seminar in Capital Markets Examination of the full range of financial markets, financial instruments, and the major financial and nonfinancial participants. Also covered are the theoretical and empirical effects of governmental monetary policy. Computer packages consisting of financial, statistical and equilibrium valuation models will be presented. Problem and case analysis of selected capital market areas also included.

FIN 677. Selected Topics in Finance (1-5) Special topics courses provide departments with the opportunity to present an in-depth study of a selected topic or topic not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

FIN 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 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, M. R. Carrell,
M. Flanagan, R. Graves, J. Hulpke, M. Marsh,
B. McNamara, C. Stiles, J. Tarjan, J. Vigen

Concentration: Management

Areas of Emphasis: General Management, Human Resources Management, Operations Management, Small Business Management

General Management (20 quarter units)

Required:

MGT 308 Organization Theory
MGT 309 Advanced Organization Behavior
Plus three courses selected from the following:
MGT 310 Human Resources Management
MGT 345 Small Business Management
MGT 370 Operations Planning and Control
MGT 380 Materials Management and Quality Assurance
MGT 415 Leadership and Management Development
MGT 425 Labor Relations and Collective Bargaining
MGT 455 Decision Analysis
BA 428 Small Business Consulting
MIS 300 Management Information Systems

Human Resources Management (20 quarter units)

Required:

MGT 310 Human Resources Management
Plus three courses selected from the following:
MGT 309 Advanced Organization Behavior
MGT 410 Problems in Human Resources Management
MGT 415 Leadership and Management Development
MGT 420 Wage and Salary Administration
MGT 425 Labor Relations and Collective Bargaining
BA 428 Small Business Consulting
FIN 450 Employee Benefit Planning

Operations Management (20 quarter units)

Required:

MGT 370 Operations Planning and Control
MGT 380 Materials Management and Quality Assurance
MGT 480 Current Topics in Operations Management

Plus one course selected from the following:

MGT 455 Decision Analysis
MIS 300 Management Information Systems
ACC 303 Managerial Accounting
MKT 310 Marketing Distribution Systems

Small Business Management (20 quarter units)

Required:

MGT 340 Entrepreneurship
MGT 345 Small Business Management

Plus two courses selected from the following:

MGT 309 Advanced Organization Behavior
MGT 310 Human Resources Management
MGT 370 Operations Planning and Control
ACC 303 Managerial Accounting
BA 372 Business Law
BA 428 Small Business Consulting
MKT 400 Marketing Research and Control
MIS 300 Management Information Systems

Concentration: Management Information Systems

Lower Division (10 quarter units)

MIS 220 Introduction to Structured Business Programming
MIS 250 COBOL Programming

Upper Division (25 quarter units)

MIS 340 Data Base Fundamentals
MIS 380 Systems Analysis and Design
MIS 440 Decision Support Systems
MIS 470 Information Systems Project
MIS 480 Seminar in Management Information Systems

Management Courses

Upper Division

MGT 300. Management and Organizational Behavior An introduction to organizational and management concepts and theories with special attention to the functions of management,

individual and group behavior, perception, motivation, influence processes, interpersonal communication, and international issues.

MGT 301. Quantitative Methods for Business Decisions

An introduction to the application of quantitative methods and information systems, including computer applications in business and industry. Information processing, allocation of resources, network analysis, and inventory planning are among the models examined as they relate to the management decision-making process.

MGT 302. Introduction to Operations Management An introduction to processes for planning, operations, and control of manufacturing and service systems. Topics include: design of production systems, production planning and control, plant layout, work measurement, quality control, and equipment utilization. Prerequisite: MGT 301.

MGT 308. Organization Theory A study of the theories, experience and logic that explains why an organization operates the way it does. It is designed to provide an understanding of the organization, its structure, functions and interrelationships internally and externally so the management can facilitate the most effective and efficient operation of the organization. Prerequisite: MGT 300.

MGT 309. Advanced Organization Behavior An examination of the individual, group, and organizational processes that will increase the understanding of human behavior in organizational settings. Topic areas include learning, motivation, perception, personality, job satisfaction, leadership, communication, decision-making, and group dynamics. Prerequisite: MGT 300.

MGT 310. Human 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. Completion of MGT 300 is recommended.

MGT 340. Entrepreneurship This course fosters the acquisition of knowledge and skills needed to start a new business. 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.

MGT 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.

MGT 370. Operations Planning and Control Analysis of tools and techniques for planning, scheduling, controlling, and evaluating firm activities at the operational level. Topics covered include aggregate planning, master production scheduling, capacity planning, and job sequencing and scheduling techniques. JIT, CIM, and other recent advances and techniques for controlling and improving shop-floor activities will be examined. Prerequisite: MGT 302.

MGT 380. Materials Management and Quality Assurance A comprehensive study of basic frameworks for managing material flows into, within, and out of organizations. Study of the

relationship between productivity, manufacturing strategy, and quality. Topics include distribution systems, inventory models, MRP, materials handling, quality assurance and process improvement. Prerequisite: MGT 302.

MGT 405. International Management An examination of contemporary issues related to managerial training, political structure, foreign receptivity to United States business, cultural factors, organizing and controlling the international firm.

MGT 410. Problems In Human 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. Completion of MGT 310 is recommended.

MGT 415. Leadership and Management Development The examination of leadership practices and their effect on organizations. The emphasis is on both theories and techniques associated with effective leadership and how they may be used to develop management talent in private organizations. This will include tools for analyzing leadership styles. Completion of MGT 310 is recommended.

MGT 420. Wage and Salary Administration A comprehensive problems oriented study of the design and implementation of employee compensation systems relative to direct financial payments, indirect employee benefit payments, and nonfinancial rewards. The analysis of behavioral sciences and economics contributions to the development of compensation systems. Completion of MGT 310 is recommended.

MGT 425. Labor Relations and Collective Bargaining A study of the relationship between unions and management. Emphasis is on understanding the forces affecting the decisions of parties to labor contracts and labor negotiations. Includes a study of labor organizations, labor legislation, and negotiating issues and practices. Completion of MGT 310 is recommended.

MGT 455. Decision Analysis The application of methods employed in the making of managerial decisions. Emphasis is on the application of selected statistical techniques, including forecasting, in collection and analysis of quantitative information relating to managerial decision-making.

MGT 477. Selected Topics In Management Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

MGT 480. Current Topics In Operations Management An in-depth analysis of cases and readings relating to current topics in both manufacturing and service industries. Topics will include newly developed and developing tools and techniques for improving productivity, quality, and competitive position.

MGT 499. Individual Study Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirements for the Business Administration degree.

Graduate

MGT 600. Seminar In Management and Organizational Behavior Examination of major concepts and theories as they affect behavior and performance in organizations, interpersonal

Management Department

communication, motivation, decision-making and organizational development. Prerequisite: MGT 300.

MGT 602. Seminar In Operations Management An examination of issues relating to the planning, design, and control of complex production systems. Current research and issues affecting production and service systems management will be explored.

MGT 610. Seminar In Human Resource Management Contemporary issues which focus upon human resource management and collective bargaining are examined.

MGT 655. Seminar In Statistical Analysis A study of selected statistical techniques relating to research design acquisition and analysis of data as related to managerial decision-making.

MGT 677. Selected Topics in Management Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

MGT 685. Seminar In Public Policies Toward Business Analysis of laws, judicial decisions and governmental regulations affecting business operations and management decisions. The course seeks to examine the nature of the broad social, political, and legal influences exerted upon enterprise management in the American economy.

MGT 686. Futurism: A Scenario For America and the World An introduction and critical overview of the science and art of futurism. The course will explore the challenge of human and institutional survival in the face of interconnected problems such as population growth, resource availability, environmental degradation, and capital shortage. Social, economic and ideological constraints will be identified and policy alternatives explored.

MGT 699. Individual Graduate Study Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirements for the Business Administration degree.

Management Information Systems Courses

Lower Division

MIS 200. Introduction to Computers and Information Systems (formerly BA 200) Introductory course in management information systems. The course begins with an in-depth review of computer technology. Microcomputer applications are explored. 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.

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 300. Management Information Systems The conceptual background and structure of computer-based management information systems (CBMIS) for functional areas of business including finance, accounting, production, marketing and personnel. Topics include systems approach, information systems life cycle, impact of CBMIS in organizations, systems analysis and design and future of CBMIS.

MIS 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 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 380. 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 340.

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 380 and MGT 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 340 and MIS 380.

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.

Graduate

MIS 610. Seminar in Information Systems 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 technology 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 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. The student works under the direct supervision of a faculty member who must approve the study prior to its implementation.



Marketing Department

(DDH A102, 664-2157)

Chair: D. Guseman

Faculty: K. Bellur, W. Green, B. Moscove

Concentration: Marketing

Areas of Emphasis: General Marketing, Consumer Marketing and Communications Strategy, Organizational Marketing, Services Marketing, Agrimarketing

Consumer Marketing and Communications Strategy

Students must take a total of four courses—

Two required courses:

MKT 301 Consumer Behavior
MKT 302 Marketing Communications Strategy

Plus one course selected from:

MKT 303 Management of the Sales Function
MKT 310 Marketing Distribution Systems
MKT 311 Creation and Management of Brands

Plus one course selected from:

MKT 400 Marketing Research and Control
MKT 490 Marketing Planning and Problem Solving

Organizational Marketing

Students must take a total of four courses—

One required course:

MKT 312 Marketing of Industrial Goods and Services

Plus two courses selected from:

MKT 303 Management of the Sales Function
MKT 310 Marketing Distribution System
MKT 420 International Marketing

Plus one course selected from:

MKT 400 Marketing Research and Control
MKT 490 Marketing Planning and Problem Solving

Services Marketing

Students must take a total of four courses—

One required course:

MKT 430 Services Marketing

Plus two courses selected from:

MKT 301 Consumer Behavior
MKT 302 Marketing Communications Strategy
MKT 311 Creation and Management of Brands

Plus one course selected from:

MKT 400 Marketing Research and Control
MKT 490 Marketing Planning and Problem Solving

General Marketing

Students must take a total of four courses—

Three courses selected from:

MKT 301 Consumer Behavior
MKT 302 Marketing Communications Strategy
MKT 303 Management of the Sales Function
MKT 310 Marketing Distribution Systems
MKT 311 Creation and Management of Brands
MKT 312 Marketing of Industrial Goods and Services
MKT 420 International Marketing
MKT 430 Services Marketing
MKT 477 Selected Topics in Marketing

Plus one * required course:

MKT 400 Marketing Research and Control
MKT 490 Marketing Planning and Problem Solving

* Students may take both 400 and 490 plus two more courses from the selection list above.

Agrimarketing

Students must take a total of four courses—

Three courses selected from:

MKT 311 Creation and Management of Brands
MKT 450 Marketing of Agricultural Products
MKT 451 Interregional and International Trade In Agrimarketing
MKT 452 Agricultural Policy

Plus one * course selected from:

MKT 400 Marketing Research and Control
MKT 490 Marketing Planning and Problem Solving

* Students may take both 400 and 490 plus two more courses from the selection list above.

Marketing Courses

Upper Division

MKT 300. Marketing Management A study of the nature and role of marketing in advanced economies in a managerial context presented in a lecture, case, and applied format. Analy-

sis of consumer wants, motivation and purchasing power, and introduction to and formulation of optimizing mixes between product, pricing, distribution, and promotional variables.

MKT 301. Consumer Behavior An analysis of the individual and aggregate market behavior of consumers and of the use of theoretical and empirical consumer information in developing marketing policy and strategy. Prerequisite: MKT 300.

MKT 302. Marketing Communications Strategy An integrated approach to planning and creating the firm's total marketing communications program, primarily advertising, sales promotion, and public relations. Surveys the entire field of promotion in its social and management context and develops the creative approach, strategy, and tactics necessary to realize the objectives of the marketing program. Emphasizes student participation through cases and projects; also the application of quantitative statistical and qualitative research techniques to formulate and evaluate communications plans. Prerequisite: MKT 300.

MKT 303. Management of the Sales Function Managerial and analytical orientation. Emphasis on sales planning, analysis, and control, including market and sales forecasting, territorial layout and quantitative analysis of the field sales force, with special attention to profitability studies of product line, territories, and salesperson effectiveness. Prerequisite: MKT 300.

MKT 310. Marketing Distribution Systems A critical analysis and evaluation of concepts, theories and strategies that influence the wholesaler's and retailer's decisions pertaining to current and emerging issues. Analysis of problems in management of the movement and handling of goods from point of production to point of consumption or use, including the management of retailing and wholesaling institutions. Development of strategies for choice of effective channels, with integration of appropriate statistical and/or computer applications, as needed. Prerequisite: MKT 300.

MKT 311. Creation and Management of Brands The course deals with organizing for new brands, isolating marketing and brand opportunities, molding the brand, determining the advertising, determining the brand name and the package, determining the channels of trade and managing products once launched. Emphasizes student participation and application of analytical tools such as statistical and research techniques. Prerequisite: MKT 300.

MKT 312. Marketing of Industrial Goods and Services Study of the differences and similarities of industrial and consumer markets with special emphasis on effective marketing strategies for the organizational customer. Prerequisite: MKT 300.

MKT 340. 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: MKT 300.

MKT 400. Marketing Research and Control A study of the concepts underlying the collection and analysis of data for marketing decision-making and control. Surveys the application of scientific methodology as an aid to problem formulation, exploratory research, basic observational and sampling requirements, data analysis, interpretation, reporting, and control. Student ap-

plication of research techniques and data treatment are emphasized. Prerequisites: MKT 300, MGT 301.

MKT 420. International Marketing Analysis of the development of international marketing strategies and programs from the determination of objectives and methods of organization through execution of research, advertising, pricing, distribution, financing, and human resource management activities. Emphasis on the design of optimal strategies under varying physical, economic, political, social and cultural environments and specific marketing situations. Case analysis. Prerequisite: MKT 300.

MKT 450. Marketing of Agricultural Products Studies The firm or producer and the relationship with its external environment. Consumer and industrial marketing research including internal practices as well as external services available. Techniques for analyzing various agricultural products and markets. The internal organizational structure. Innovation and management of agricultural products. The interrelationship of brand names, the design of packages, advertising, and promotion. Personal selling. Pricing the consumer and industrial product. Forecasting sales, profit and control of marketing costs. Prerequisite: MKT 300.

MKT 451. Interregional and International Trade in Agri-marketing An analytical examination of problems associated with multi-plant and/or multi-market firms as related to agri-marketing. This will include importing of agricultural products to be sold in the U.S. as well as exporting of agricultural products to be sold in other countries. Emphasis will be on efficiencies developed through discovery and development of markets and long-term planning integrating business analysis tools such as research and statistical techniques, financial analysis, and computer applications. Prerequisite: MKT 300.

MKT 452. Agricultural Policy The growth, development and present status of governmental policies designed to control, restrict, and subsidize the operation of the American farm. The course will trace the historical development of governmental intervention in the agricultural sector, analyze the political and economic rationale for such intervention and critically evaluate the present situation with specific reference to the development and use of water resources. Prerequisite: MKT 300.

MKT 477. Selected Topics in Marketing Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

MKT 490. Marketing Planning and Problem Solving Focuses upon formal marketing planning and analysis of problems facing the marketing executive. Practical case studies utilized for the identification and analysis of marketing problems, selection and evaluation of alternative solutions and plans, and implementation of recommended strategies. The course integrates all aspects of marketing, business and quantitative theory into strategic policy making. Prerequisites: MKT 300 and two additional marketing courses, or permission of the instructor.

MKT 499. Individual Study Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirements for the Business Administration degree.

Marketing Department

Post-Baccalaureate

MKT 500. Marketing Planning and Management An intensive study of the nature and role of marketing concentrating on planning and administering the marketing program. Includes the basic marketing principles (products, place, price, and promotion) with emphasis on the analysis of customer wants, needs, and purchasing patterns. Combination lecture, case, and project format concentrating on applications of analytical and decision-making techniques. Intended for students preparing to enter the MBA program but who lack the marketing prerequisite (replaces MKT 300). Prerequisite: Post-baccalaureate status/or permission of the instructor.

Graduate

MKT 600. Seminar in Marketing 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.

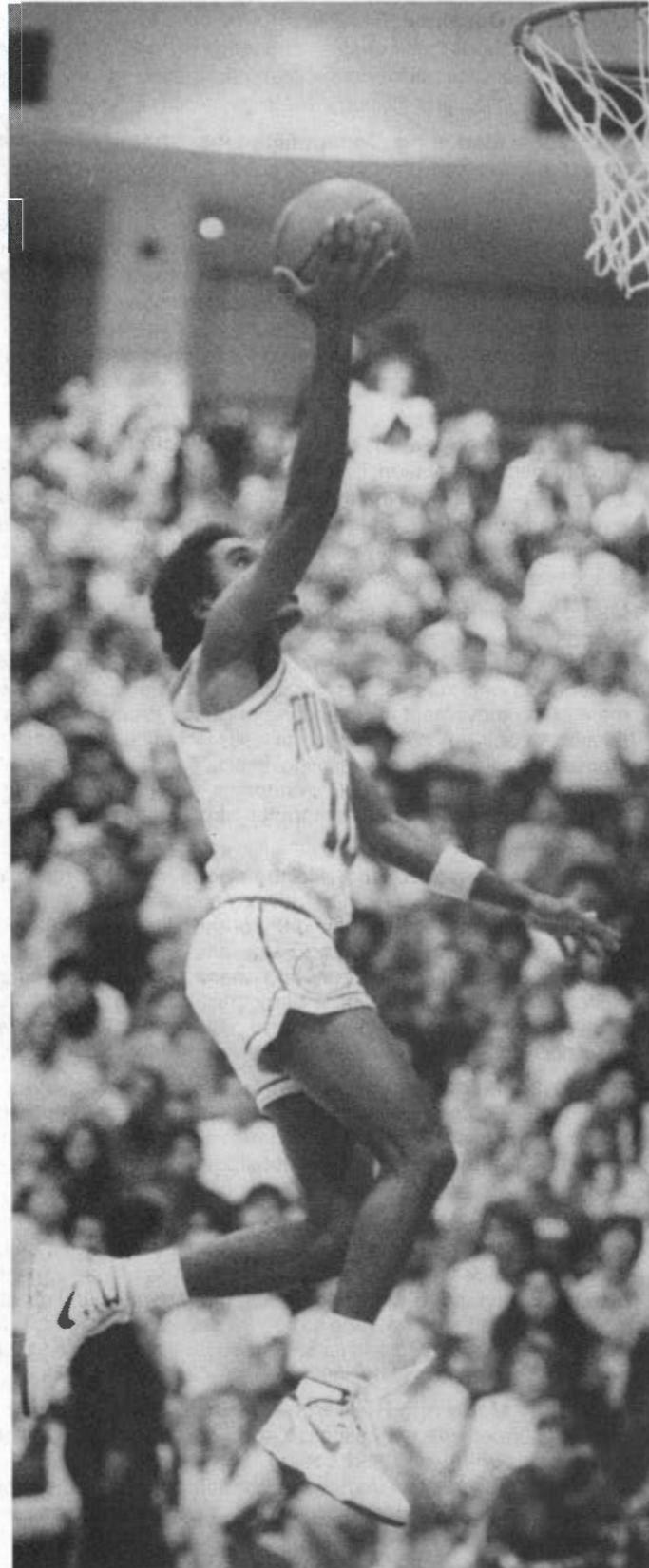
MKT 601. Seminar in Consumer Behavior Intensive analysis of behavioral science concepts, theories, and current empirical research in buyer behavior. Research orientation requires developing an understanding of statistical tests and research designs currently employed in buyer behavior. Equal emphasis on developing creative marketing strategy and programs on the basis of such research. Prerequisite: MKT 600 or permission of instructor.

MKT 602. Seminar in Marketing Communications Strategy Development of communications strategy necessary to fulfill the objectives of the marketing program through intensive analyses of situational and primary information, target market(s), creative objective(s), media selection and scheduling, sales promotion, public relations, budgeting and program evaluation. Includes qualitative, statistical, financial, and computer applications. The course integrates theory with case analyses and the development of a comprehensive marketing communications plan. Prerequisite: MKT 600 or permission of the instructor.

MKT 603. Marketing Decision Analysis Conceptual approach to defining, generating, and using information in a marketing-management context. Emphasis will be placed on information systems as well as concepts relative to collection and data analysis using quantitative methods. Case analysis and computer applications will be utilized. Prerequisite: MKT 600 or permission of the instructor.

MKT 677. Selected Topics in Marketing Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

MKT 699. Individual Graduate Study Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirements for the Business Administration degree.



Master of Business Administration

The Master of Business Administration degree is designed to offer an opportunity for individuals to develop their managerial abilities and to advance their management careers. The program seeks to provide an understanding of contemporary issues affecting each of the functional areas of business operations. Special attention is given to the analytic and human processes and to the external forces which influence the decisions of operating managers. The MBA Degree Program is fully accredited by the American Assembly of Collegiate Schools of Business.

Admission to the MBA Program

To be eligible for admission to the program, a student must possess a baccalaureate degree from an accredited college or university and must show high promise of academic success. Typical standards for determining promise of academic success are:

- (1) A satisfactory grade point average (based upon a four-point scale) comprised of at least one of the following:
 - a) A grade point average of 2.50 in all undergraduate course work, or
 - b) A grade point average of 2.75 in all upper division course work.
- (2) A satisfactory score on the Graduate Management Admissions Test.

The program is designed to accommodate the part-time as well as the full-time student.

MBA Course Requirements

The Master of Business Administration program has two interrelated sets of requirements: (1) a common body of knowledge which assures that each student begins graduate-level work with a basic understanding of business organizations and operations, and (2) a set of graduate courses designed to treat each of the management functions in depth and to broaden the student's awareness of contemporary issues affecting business enterprises.

A 1982 amendment to Title V of the California Administrative Code states that a culminating experience must be successfully completed before a master's degree is awarded.

Foundation Requirements

The following CSB courses constitute a common body of knowledge that is basic to understanding business operations. These courses, or their equivalents, must be completed before a student may be classified as a graduate student in business administration and enroll in graduate level courses:

Accounting: ACC 201 and 202 or ACC 500

Economics: Econ 201 and 202 or Econ 500

Mathematics: Math 120 and 140

Management: MGT 300, MGT 301 and MGT 302

Finance: FIN 300 or FIN 500

Marketing: MKT 300 or MKT 500

Legal, Social, and Political

Environment: BA 370 and BA 374

Computer Concepts: Student must show computer competency either by test or by course approved by BPA faculty

Foundation courses are cognate requirements for the graduate degree and will not be accepted if taken on a credit, no-credit basis. Unclassified post-baccalaureate students must maintain a 2.5 cumulative GPA in the foundation courses.

Graduate Requirements

At least forty-five (45) units of approved graduate work (600-level courses) are required for the Master of Business Administration degree. All candidates for the degree must complete the following courses:

ACC 600	Accounting for Management Decision Makers
FIN 600	Seminar in Financial Policy
MGT 600	Seminar in Management and Organizational Behavior
MGT 602	Seminar in Operations Management
MKT 600	Seminar in Marketing Management
BA 690	Seminar in Business Policy

In addition to these required courses, the candidate must complete an additional fifteen (15) units of approved graduate work. No more than five quarter units of Individual Graduate Study (699) may be used to satisfy degree requirements. A candidate for the Master of Business Administration degree must earn at least a 3.0 grade point average in all graduate work. No course with a grade lower than "C" may apply toward the fulfillment of degree requirements.

Upper Division Writing Competency Exam

Each individual receiving a degree from California State University, Bakersfield, must obtain a satisfactory score on the Upper Division Writing Competency Examination or complete one of the approved English courses which satisfy this requirement. If you feel that you have satisfied this requirement at another institution, you are responsible for providing the appropriate evidence of your accomplishment.

Programs in Public Policy and Administration

Public Policy and Administration Department

(DDH A101, 664-3406)

Chair: P. Paris

**Faculty: J. Goldsmith, R. Harris, E. Mann, T. Martinez,
M. Ruoss**

The purpose of the programs in the Department of Public Policy and Administration is to prepare students for professional leadership roles in public policy 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.

Bachelor of Arts in Public Administration

The Bachelor of Arts (B.A.) in Public Administration is designed to prepare undergraduate students for public service careers in government, private non-profit, health care, and volunteer organizations, as well as to upgrade the knowledge and skills of professional personnel already in such organizations.

Requirements for the Major in Public Administration

The major consists of a minimum of 83 quarter units; the B.A. requires 186 quarter units.

A. Required Lower Division Foundation Courses

ACC 210	Accounting Perspectives (or ACC 201)
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 Personnel Administration
PPA 478	Budgeting in Public Organizations
PPA 490	Senior Seminar in Public Administration

C. Upper Division Electives (six approved courses)

In addition to the foundation and core requirements, students must complete five approved upper division or 500 series courses in Public Policy and Administration plus one approved upper division course from a department outside of the Department of Public Policy and Administration for a minimum of 30 upper division elective quarter units. Alternatively,

students have the option to pursue an interdisciplinary individualized focus. Upper division electives are available in the following individualized focus clusters: Administration of Justice: PPA 471, PPA 475, PPA 525, PPA 571, PPA 573; Health Care Management: PPA 416, PPA 419, PPA 515, PPA 518, PPA 587, PPA 589; Human Resources Administration: PPA 419, PPA 430, PPA 518, PPA 519, PPA 520, PPA 530; Public Policy Management and Planning: PPA 473, PPA 479, PPA 490, PPA 570, PPA 572; and Recreation Administration: PPA 420, PPA 421, PPA 422, PPA 423, PPA 424, PPA 425.

NOTE: Students should consider taking PPA 310 Technology and Public Policy which applies to GOAL XIII of the General Education requirements, and may apply as an elective in the major.

Students without experience in public service or administration are required to take an approved internship or similar course.

Minor in Public Administration

A minor in Public Administration is available to candidates for a B.A. degree. (A minor is not required of students majoring in Public Administration.) A student desiring a minor in Public Administration should take at least four approved upper division courses in Public Policy and Administration (approved by Dean and Department Chair.)

Certificate in Public Administration

An individual who desires specialized study in Public Administration may apply for a certificate. Six courses are required for the Certificate in Public Administration: PPA 400 Public Management; INST 375 Administrative Processes in Government; PPA 476 Public Personnel Administration and PPA 478 Public Budgeting (three of the four) and three approved upper division interdisciplinary electives which may be clustered in the five optional interest areas described in the aforementioned Upper Division Electives.

Master of Public Administration

The Master of Public Administration (MPA) offers a broad program appropriate for the individual aspiring to professional administrative positions in the public, private non-profit or volunteer sectors. The program is designed to develop or enhance expertise in administration, supervision and practice geared to career preparation, enrichment and advancement. The MPA program is 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 2.5 in all undergraduate course work; and
3. satisfactory performance on the aptitude portion of the Graduate Record Examination (GRE) or equivalent tests.

SUPPLEMENTARY standards that will assist in the determination of eligibility include:

4. the quality of previous educational and professional experiences measured by:
 - a. biographical and career data (resumes, examples of reports, letters of recommendation, etc.) and
 - b. professional training in fields such as, budgeting, management, and supervision in the public, health, and/or non-profit sectors.

These admission standards recognize the need for different 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 sixteen units (three courses) of graduate core prerequisites may be required.

1. Foundation INST 375—Administrative Processes In Government

This introductory course is required of students who lack appropriate prior coursework or experience in administration.

2. Graduate Core Prerequisites (Three courses)

The following three courses provide graduate competencies that are prerequisites for certain 600-level core courses. (See course descriptions for prerequisite requirements.)

PPA 500 Foundations of Public Administration (6)
PPA 501 Analytical Methods in Administration
PPA 502 Information, Control and Decision Systems in Public, Health Care, and Nonprofit Organizations

These requirements may be satisfied by a departmental competency examination, given by the instructor, or by taking the listed 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.

3. MPA Graduate Core (Six courses)

PPA 510 Public Personnel Management and Labor Relations
PPA 511 Public Finance and Budgeting
PPA 624 State, Local and Intergovernmental Management (6)
PPA 671 Policy Issues in Public Administration (6)
PPA 680 Public Management and Organization Development
PPA 691 Seminar in Public Policy Analysis

4. 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 course.

5. 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. Graduate Core Prerequisites (Three courses)

The following three courses provide graduate competencies that are prerequisites to certain 600-level MSA core courses. (See course descriptions.) Each of these requirements may be satisfied by a departmental competency examination, given by the course instructor, or by taking the listed courses.

PPA 501 Analytical Methods in Administration
PPA 502 Information, Control and Decision Systems in Public, Health Care and Nonprofit Organizations

Master of Public Administration

PPA 504	Foundations of Health Care Management
B. MSA HCM Graduate Core (Six courses)	
PPA 510	Public Personnel Management and Labor Relations
PPA 518	Health and Human Services Planning and Policy
PPA 587	Financial Issues in Health Service Management
PPA 589	Legal and Ethical Issues in Health and Human Services
PPA 680	Public Management and Organizational Development
PPA 692	Seminar in Health Service Policy Analysis

C. Electives (Three courses)

MSA students must complete three additional approved elective courses from the following list:

PPA 419	Aging Services Administration (Additional work required for graduate students)
ACC 500	Essentials of Financial Accounting
PPA 511	Public Finance and Budgeting
PPA 515	Public Health Administration
PPA 520	Introduction to Grantsmanship
PPA 525	Administrative Law
PPA 530	Administration in Multicultural Settings

Either PPA 624—State, Local and Intergovernmental Management, or PPA 671—Policy Issues in Public Administration

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 a similar course.

Courses

All Public Policy and Administration Department courses not otherwise designated carry five quarter units of credit.

Lower Division

PPA 248. Introduction to Public Service This course deals with public services in the government, private, and non-profit sectors. There will be consideration of the historical development, social, economic and political context, and current trends of selected fields including health and human services, education, justice, public financial issues, recreation, etc. This course satisfies the five-unit General Studies Gen. Ed. Requirement.

PPA 289. Experiential Prior Learning (Units Variable) Students may be awarded experiential credit in those special cases where the life-learning experience merits the award. A maximum of 20 units may be earned. May not count for major requirements. Interested students should contact the Department Chair. CR/NC grading.

Upper Division

PPA 309. The Law and You: Personal Law and Public Agencies Principles of personal law analyzed through case studies and their applications to the individual will be the focus of this course. Student participation will be required in understanding and resolving typical legal problems associated with family, home, vehicle ownership, crime, negligence, consumerism, taxation, employment and education.

PA 310. Technology and Public Policy This course examines technology as a force of social change that raises or influ-

ences 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. (Satisfies general education requirements for an upper division course and for Goal XIII.)

INST 375. Administrative Process in Government This course provides an introduction to the field of public administration and assumes no previous familiarity with the subject. Topics surveyed include the constitution, the role of government enterprises, problems of personnel, public budgeting, and alternative strategies for securing administrative responsibility. The course focuses on readings and cases involving the Federal, California, and local governments. (Satisfies the U.S. Government portion of the American Institutions requirement.)

PPA 389. Experiential Prior Learning (Units Variable) Students may be awarded experiential credit in those special cases where the life-learning experience merits the award. A maximum of 20 units may be earned. May not count for major requirements. Interested students should contact the Department Chair. CR/NC grading.

PPA 400. Public Management Through readings, discussion and case analyses, this upper division course will examine the theory and practice of effective management in the public, health care, and non-profit organizational settings. Students will become familiar with the nature of organizations and generic principles and practices of management in the context of contrasts and comparisons generated by the policymaking and political constraints impacting public managers.

PPA 416. Health Services Management and Organization This course discusses the internal and external political, social and economic environmental constraints of health institutions and describes how management theory can be used to resolve these problems. Pros and cons of health innovations are explored through case studies, group and individual presentations.

PPA 419. Aging Services Administration This course focuses on 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 420. Introduction to Recreational Administration/Sports Management This course is designed to provide the student with an opportunity to examine components that comprise professional collegiate and recreational sports organizations and to analyze the skills and components necessary to achieve success in the administration and management of these fields.

PPA 421. Administration/Management In Recreation and Sport This course is designed as an introduction to the study of recreation/sport organizations and the behavior of people within these organizations. The course will examine the unique factors that affect the success of these organizations, in particular, the organization and management of its members. The orientation will be to address the question of what makes organizations effective, focusing on the way people are managed within agencies; leadership and individual differences will be considered. Current concepts and theories will be presented and the student will be given opportunities to apply these to relevant cases.

PPA 422. Finance and Budgeting in Recreation and Sport

This course will concentrate on the basic theories of finance and economics applied to managerial effectiveness in recreation and sport organizations. Topics in finance and accounting are covered as they relate to fiscal and budgetary control of public and private recreation/sport organizations. Included are: forms of ownership, taxation, financial analysis, feasibility studies, economic impact studies, budgetary preparation and presentation, grants and contracts, and quality control.

PPA 423. Marketing for Nonprofit and Profit Organizations

In Recreation and Sport This course will concentrate on marketing theory as it applies to promoting recreation/sport organizations. In particular, the concepts of marketing are applied to the unique aspects of spectator and participant involvement in recreation/sport organizations. The critically important area of community and public relations is analyzed in-depth with special emphasis placed on the role of market surveys, focus groups, evaluations of community/client satisfaction, service delivery, fund-raising campaigns, and the use of media for public relations.

PPA 424. Planning and Policy Development in Recreation and Sport

This course will consider those elements of policy formation, planning and forecasting which are critical to the growth of the recreation/sports industries. Review and assessment of current laws and regulations affecting the development of these industries will provide the focus of class discussions and projects. Students will learn the techniques of developing and influencing policy formulation on the local, state and federal levels. Strategic planning exercises will examine the significance of collective bargaining, tort law, liability, and contract formulation.

PPA 425. Internship in Recreation Administration/Sport Management

This honors course will provide the student with a practicum in a recreation/sport organization. A practitioner mentor will be provided to ensure that the student has the fullest possible experience in administration/management. A case study of the sponsoring organization will be developed by the student for future reference. (Prerequisite: Students must have a 3.0 or better average in the program in order to take this course.)

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 Personnel Administration This course explores several of the major issues and ideas of public personnel administration: selection, promotion, pay, and discipline of civil servants; the merit system; civil service boards; collective bargaining in the public sector; and ethical problems of modern civil servants. Includes discussion of nonprofit agency personnel administration.

PPA 477. Selected Topics in Public Policy and Administration In-depth study of selected topic or topics not covered in regular courses are offered on a student demand basis. Topics vary each quarter; prerequisites announced for each topic. Conducted on a seminar basis.

PPA 478. Budgeting in Public Organizations This course provides an examination of the role of modern public budget in determining governmental policy, in coordinating public agencies, in controlling expenditures, in affecting intergovernmental relations, and in its impact on the private sector. Emphasis placed on understanding budgetary reform, the budget process, and the role of executive and legislative relationships upon the financial resources of government, and the setting of national, state, and local budget priorities. Includes discussion of nonprofit agency budgeting.

PPA 479. Urban Planning and Public Policy This course introduces the student to the philosophy, theory, and practice of urban planning. A survey of the development of cities and urban regions and the structure and functions of contemporary cities; a critical review of alternative theories, recent trends, and new directions in American planning concepts and institutions. Analysis of the context, function, and legal aspects of land-use controls, construction codes, mass transit, urban renewal, model cities, new towns, and related aspects of policy and program implementation.

PPA 490. Senior Seminar in Public Administration (6)

This capstone seminar for students in public administration examines: (1) the structure and environment of modern public bureaucracy; (2) the key administrative processes such as decision making leadership, communications, budgeting, and personnel; (3) the policy-making process; (4) Political and Economic bases of Public Policy and Administration.

PPA 496. Internship in Public Administration (1-5) Students are assigned to various agencies and work under joint supervision of supervisors and the course instructor. Participation in staff and internship conferences. Assigned readings and project where appropriate. (Arrangements should be made one quarter in advance as enrollments are limited.) Prerequisites: Permission of instructor. May be repeated for credit. Department determines application and number of units. CR/NC grading.

PPA 497. Cooperative Education (1-5) The Cooperative Education Program provides a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and a faculty liaison working with the field supervisor. May be repeated. May not be used as a substitute for requirements. Department to determine application and number of units. CR/NC grading.

PPA 499. Individual Study (1-5) Individual supervised projects or directed reading projects for students qualified to carry on independent work. Prerequisite: Permission of the instructor and department chair. Up to 5 units may be used to satisfy elective degree requirements. Department determines application and number of units.

NOTE: In order to count for graduate elective credit, 400-level courses must be augmented with additional work in order that graduate course standards be maintained.

Graduate Courses

PPA 500. Foundations of Public Administration (6) This graduate seminar introduces and examines those social, economic, and legal forces and their political 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 (6) 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. May be taken as a senior with the permission of the instructor.

PPA 502. Information, Control and Decision Systems In Public, Health Care and Nonprofit Organizations This graduate seminar examines the application of systems concepts to information, organizational control and decision-making in the public, nonprofit and health care sectors. Included topics are applied systems theory in management, public management information systems, and the foundations of public decision support systems. Techniques such as network analysis, forecasting, fund accounting, and financial analysis are used to illustrate the principles studied, and an introductory micro-computer laboratory is employed to accomplish analytical tasks. May be taken as a senior elective with the permission of the instructor.

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 510. Public Personnel Management and Labor Relations This graduate core seminar provides an in-depth study of the personnel and civil service systems in the federal, state and local governments and in nonprofit and health care organizations. Review of the methods of recruitment, promotion, discipline, and termination are explored through case studies, discussion, and simulations. Contemporary issues in collective bargaining and labor relations are extensively explored.

PPA 511. Public 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 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 518. Health Services Planning and Policy Development This MSA graduate core seminar explores government's involvement in and regulation of health and human services emphasizing the political, legal, economic and social factors influencing health care and human services policy. An overview of legislation, programs, planning, and health insurance issues, the implications of new and future health and human services policies and comparative health care approaches.

PPA 519. Social Services Administration: Volunteer, Non-profit, and Community Organizations This elective seminar will provide students with the managerial and supervisory techniques needed to administer, develop and market volunteer, nonprofit, and community-based organizations that provide health and human services at the local level.

PPA 520. Introduction to Grantsmanship This elective seminar is designed to provide individuals with the practical skills to be a successful grant writer. Topics to be covered include: How to write successful grant proposals; how to gather information about potential sources (federal, state, local or foundations); how to evaluate your chances for success and, how to make agency contacts.

PPA 525. Administrative Law This elective seminar surveys administrative law and government regulation, the 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 adminis-

trative effectiveness that may lead to a better understanding of administrative effectiveness in the non-Western world.

PPA 560. Alternatives to Bureaucracy (Formerly PPA 577.001) This elective seminar examines the deficiencies and inadequacies of contemporary forms of bureaucratic organization, and then considers alternative forms of organization that are more democratic, innovative and compatible with modern technology. Some of the topics dealt with are: employee participation, autonomous work groups, quality circles, office automation, democratic decision-making processes, self-management, networks and telematics.

PPA 570. Energy Policy This elective seminar studies energy policy in the United States. An overview of the energy situation, energy policy development, energy legislation, and the impact of energy policy on the economy, the environment and intergovernmental/international relations.

PPA 571. Seminar in the Administration of Justice This elective seminar emphasizes research and field investigations of current justice administrative and policy problems which cut across the total system. Topics may vary each quarter.

PPA 572. Resource Management and Policy This elective seminar studies the evolution of resource law and policy in the U.S. and California. Special emphasis on the impact of land and water resource policy on industry, agriculture, and the operations and management decisions of natural resource agencies.

PPA 573. Emergency Management This elective seminar surveys public and private sector responses to emergencies, disasters, and crises. Private and volunteer agencies and federal, state and local government roles are discussed. Emphasis is on public policy development and inter-agency/intergovernmental relations. Discussion of emergency management phases: mitigation, preparedness, response, and recovery. Consideration of technological and man-made hazards and natural disasters including floods, earthquakes, civil disorder and terrorism.

PPA 577. Selected Topics in Public Policy and Administration In-depth study of selected topic or topics not covered in regular courses. Topics vary each quarter; prerequisites announced for each topic. Conducted on a seminar basis.

PPA 587. Financial Issues in Health and Human Services This 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 589. 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 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.

PPA 624. State, Local and Intergovernmental Management (6) This MPA graduate core seminar examines the management practices and policies in local and state governments with emphasis on intergovernmental management and trends in federalism. Particular attention given to the City of Bakersfield, Kern County, the State of California and to state, and local and nonprofit sector interfaces with the federal system. Prerequisite: PPA 500.

PPA 671. Graduate Survey of Public Policy and Administration (6) This MPA graduate core seminar examines the major concepts and issues in public administration. History of the development of the modern public service and bureaucracy. Investigation of the role of the public sector in American society, law, culture, and economy. A survey of current trends in the public sector, professional standards and ethics are studied. Prerequisite: PPA 500.

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 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 (5) This course is a practicum which demonstrates competency acquired in the masters programs. Each student will complete a thesis-like project that requires the application of both theory and methods. This is the

Master of Public Administration

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.



School of Education

(DDH B100, 664-2219)

Dean: J. Whitley, Interim Dean

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.

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. 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.

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

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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:

ED-IS 289/489. Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to 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 CSB 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, and bilingual 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: G. Calhoun

Faculty: T. Arciniega, N. Carlson, R. Chavez (on leave)
G. Hibbard, G. Gallegos, M. Papen-Daniel, K. Ritter,
R. Serrano, R. Sethi, J. Skouge, J. Webb, W. Webster,
L. Wildman, M. Zepeda

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 or Graduate Studies Office of the School of Education or from departmental advisors.

Specialist and Services Credential Programs

1. Specialist in Bilingual/Cross-Cultural Education
2. Specialist in 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 all grade 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:

ED-CI 516	Foundations of American Education
ED-CI 530	Curriculum Theory and Development

Concentration:

ED-AD 515	Administration and Supervision of Special Education
ED-AD 572	Legal Aspects of Education
ED-AD 573	Financing Public Schools
ED-AD 576	School Personnel Management
ED-AD 671	Governance and Politics of Education
ED-AD 673	Human Relations in Educational Management
ED-AD 674	Supervision of Instruction I
ED-AD 675	Supervision of Instruction II
ED-AD 677	Theory and Problems of School Management
ED-AD 679	School-Community Relations

Culminating Activities:

ED-CA 695.001	Field Work in Educational Administration I
ED-CA 695.002	Field Work in Educational Administration II
ED-CA 695.003	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

Courses:

ED-AD 680	Theory and Planning in Complex Organizations
ED-AD 681	Instructional Leadership
ED-AD 682	Management and Development of Human Resources
ED-AD 683	Legal and Political Policy Analysis
ED-AD 684	Fiscal Policy Planning and Management
ED-AD 685	Managing and Policy in Multicultural Settings
ED-AD 686.000	Field Work in Educational Administration

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ED-AD 686.001 Field Work in Educational Administration
ED-AD 686.002 Field Work in Educational Administration
ED-AD 686.003 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):

ED-BI 503 Teaching Reading in Bilingual/Cross-Cultural Settings
ED-BI 504 Bilingual/Cross-Cultural Methods in the Language Arts
ED-BI 505 Cross-Cultural Education
ED-BI 506 Bilingual/Cross-Cultural Teaching Strategies
ED-BI 524 Advanced Methods and Techniques of Teaching English as a Second Language
ED-BI 540.002 Practicum in Bilingual/Cross-Cultural Education
ED-BI 635 Curriculum Materials Development in Bilingual/Bicultural Education
Electives (see advising sheet)

NOTE: Credential candidates must pass the CSB Bilingual Competency Assessment with a level III score (60% mastery).

Requirements for Learning Handicapped Specialist Credential

Prerequisites:

A valid teaching credential
ED-SP 501 Introduction to Education of Exceptional Children and Youth
ED-SP 542.002 Observation in Special Education

Concentration:

ED-SP 505 Applied Behavioral Analysis in Special and Remedial Education Classrooms
ED-SP 507 Education of the Emotionally Disturbed
ED-SP 508 Assessment of Sensorimotor, Perceptual, and Cognitive Skills for Exceptional Children and Youth
ED-SP 550 Special Education/Remedial Strategies in Reading and Mathematics Instruction
ED-SP 621 Counseling Exceptional Children/Youth and Their Parents
ED-SP 622 Advanced Curriculum Development, Learning Handicapped
ED-SP 623 Field Placement Seminar
ED-SP 624.001 Advanced Field Work Learning Handicapped Student Teaching: LH Classroom Emphasis
and
ED-SP 624.002 Advanced Field Work Learning Handicapped Student Teaching: Mainstreaming Emphasis
or
ED-SP 625 Advanced Field Work Learning Handicapped Field Supervision

Culminating Activity:

ED-CA 690 Master's Thesis in Education
ED-CA 691 Master's Project in Education
ED-CA 692 Master's Examination in Education

Requirements for Severely Handicapped Specialist Credential

Prerequisites:

A valid teaching credential
ED-SP 501 Introduction to Education of Exceptional Children and Youth
ED-SP 542.002 Observation in Special Education

Concentration:

ED-SP 505 Applied Behavioral Analysis in Special and Remedial Education Classrooms
ED-SP 507 Education of the Emotionally Disturbed
ED-SP 508 Assessment of Sensorimotor, Perceptual, and Cognitive Skills for Exceptional Children and Youth
ED-SP 621 Counseling Exceptional Children/Youth and Their Parents
ED-SP 630 Advanced Instructional Methods and Research in Severely Handicapped
ED-SP 631 Advanced Assessment for the Severely Handicapped
ED-SP 632 Advanced Curriculum Development, Severely Handicapped
ED-SP 633 Field Placement Seminar, Severely Handicapped
ED-SP 634 Advanced Field Work Severely Handicapped Student Teaching
or
ED-SP 635 Advanced Field Work Severely Handicapped Field Supervision
Electives (see advising sheet)

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:

ED-BI 505 Cross-Cultural Education
ED-BI 506 Bilingual/Cross-Cultural Teaching Strategies
ED-BI 524 Advanced Methods and Techniques of Teaching English as a Second Language
ED-BI 540.003 Practicum in an ESL Classroom
ED-BI 564 Research and Evaluation in Bilingual/Bicultural Education

English 477.073 Language, Society, and Education
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, by the candidate. The examination will be written and read by those faculty whom the candidate has had as professors of record.

The Resource Specialist Certificate of Competence is an advanced specialization focusing on resource specialists serving more mildly handicapped students and consulting with regular education teachers. This twelve unit certificate is built on one of the five authorized advanced specialist credentials in special education.

Requirements for Resource Specialist Certificate of Competence

Prerequisite:

Special Education credential

Courses:

- ED-SP 651 Resource Specialist I—Role and Legal Mandates
- ED-SP 652 Resource Specialist II—Diagnostic Assessment Coordination, Consultation, and Staff Development
- ED-SP 653 Resource Specialist III—Instructional Function Coordination, Consultation, and Staff Development
- ED-SP 654 Resource Specialist IV—Communication Strategies to Facilitate Staff Development and 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 in California or

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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 who wish to serve as counselors in educational settings. Courses taken toward this degree may be closely coordinated with the requirements for the Pupil Personnel Services (PPS) credential as authorized by the California Commission on Teacher Credentialing. Admission requirements to the degree program and guidelines for advancement through the program are identical for the Master of Arts degree in Pupil Personnel Services, the Pupil Personnel Services Credential, and the Master of Science degree in Counseling. For further details, please confer with program faculty.

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/Bicultural Education

Prerequisite:

A valid basic teaching credential

Core:

ED-RS 680.001 Educational Statistics

ED-RS 680.002 Research Design and Analysis in Education

Concentration (minimum of 34 quarter units from concentration area):

ED-BI 503 Teaching Reading in Bilingual Cross-Cultural Settings

ED-BI 504 Bilingual/Cross-Cultural Methods in the Language Arts

ED-BI 506 Bilingual/Cross-Cultural Teaching Strategies

ED-BI 524 Advanced Methods and Techniques of Teaching English as a Second Language

ED-BI 564 Research and Evaluation in Bilingual/Cross-Cultural Education

ED-BI 635 Curriculum Materials Development in Bilingual/Bicultural Education

Electives (see advising sheet)

One course selected from the following:

History 441 Ancient Mexico

History 442 Colonial Mexico

History 443 Modern Mexico

History 468 The Chicano Experience

INST 486 Educational Anthropology

Spanish 320 Hispanic American Culture and Civilization

One additional course selected from the following:

Spanish 412 Introduction to Spanish Linguistics

Spanish 413 Contrastive Structures of Spanish and English

Spanish 420 Southwest Spanish

Culminating Activity (select one):

ED-CA 690 Master's Thesis in Education

ED-CA 691 Master's Project in Education
ED-CA 692 Master's Examination in Education

Requirements for M.A. Degree Concentration in Early Childhood Education

Prerequisite:

A valid basic teaching credential (when applicable)

Core:

ED-RS 680.001 Educational Statistics

ED-RS 680.002 Research Design and Analysis in Education

Concentration (minimum of 34 quarter units):

INST 415 Infant Growth and Stimulation

ED-EC 412 Growth and Development of Children

ED-EC 513 Introductory Seminar in Early Childhood Education

ED-EC 514 Growth and Cognitive Development

ED-EC 522 Methods and Materials in Early Childhood Education

ED-EC 523.001 Parent and Community Involvement in Education

Electives (see advising sheet)

Culminating Activity (select one):

ED-CA 690 Master's Thesis in Education

ED-CA 691 Master's Project in Education

ED-CA 692 Master's Examination in Education

Requirements for M.A. Degree Concentration in Educational Administration

Prerequisites:

A valid basic teaching credential

ED-Cl 516 Foundations of American Education

ED-Cl 530 Curriculum Theory and Development

Core:

ED-RS 680.001 Educational Statistics (M.A. degree only)

ED-RS 680.002 Research Design and Analysis in Education (M.A. degree only)

Concentration:

ED-AD 515 Administration and Supervision of Special Education

ED-AD 572 Legal Aspects of Education

ED-AD 573 Financing Public School Districts

ED-AD 576 School Personnel Management

ED-AD 671 Governance and Politics of Education

ED-AD 673 Human Relations in Educational Management

ED-AD 674 Supervision of Instruction I

ED-AD 675 Supervision of Instruction II

ED-AD 677 Theory and Problems in School Management

ED-AD 679 School-Community Relations

Culminating Activity:

ED-CA 695.001 Field Work in Educational Administration I

ED-CA 695.002 Field Work in Educational Administration II

ED-CA 695.003 Culminating Examination in Educational Administration

ED-CA 690 Master's Thesis in Education

ED-CA 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 Special Education, General**Prerequisites:**

A valid teaching credential
ED-SP 501 Introduction to Education of Exceptional Children and Youth

Core:

ED-RS 680.001 Educational Statistics
ED-RS 680.002 Research Design and Analysis in Education

Concentration (minimum of 34 quarter units):

ED-SP 508 Assessment of Sensorimotor, Perceptual, and Cognitive Skills for Exceptional Children and Youth
ED-SP 621 Counseling Exceptional Children/Youth and Their Parents
ED-RS 670 Single Subject Research Design for Classroom Based Research
ED-RS 688 Research in Special Education
Electives (see advising sheet)

Culminating Activity (select one):

ED-CA 690 Master's Thesis in Education
ED-CA 691 Master's Project in Education
ED-CA 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 57 units of core courses in Counseling. In addition, they complete 33 units within their area of specialization. Students must select one of the three options described below.

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.

Admission Steps for all Counseling Programs (Master of Arts/Master of Science Degrees and Pupil Personnel Services Credential)

1. All students must be admitted to CSUB with unclassified postbaccalaureate standing before *any* classes can be taken (CSUB Admissions Office, SS105; 805/664-3036).
2. Students interested in applying to the Counseling program should also apply to the Education Graduate Studies Office. The application for Classified Graduate Standing includes a listing of courses to be taken by individual students. This form is filled out in conjunction with a program advisor who is assigned by the Education Graduate Studies Office (DDH/BB212; 805/664-3193).
3. All students, regardless of career objective, should also complete the Counseling Program application form and file it in the Education Graduate Studies Office.

Completion of the above three admission steps should provide evidence of:

- Graduation from an accredited institution with a baccalaureate degree
- 2.5 GPA on last 90 quarter units (send 2 official sets of transcripts to the CSB Admissions Office)
- Formulation and filing of the individual's advisor-approved Program of Studies
- Five favorable letters of recommendation for the program
- Ten year life experience and/or employment history
- Autobiography including significant life experiences and goals, objectives, and motivations for seeking professional training in counseling

(The above items are part of the application form filed in the Education Graduate Studies Office.)

Conditionally Classified Graduate Standing

Students are conditionally accepted to the program at this point if their application has been approved by the program committee. This committee approves each subsequent advancement of the candidate through the program.

Classified Graduate Standing

Decisions regarding acceptance are delayed until students have a chance to determine if this program meets their personal and career needs and faculty have an opportunity to evaluate the performance of the student as a professional counselor. This decision is made after completion (with a 3.0 GPA) of:

- MIS 300 Management Information Systems (Career Development Option only)
- Psychology 315 Abnormal Psychology (MFCC option only; taken after 1980)
- ED-CS 400 Introduction to Counseling (B— grade or better)
- ED-CS 500 Practicum: Human Communication I
- An additional 4 units from the student's Program of Studies
- The Upper Division Writing Competency Requirement (see the English Department, FT 202A, 805/664-2144 for details)
- California Basic Educational Skills Test (CBEST) passed (PPS Credential candidates)

—Certificate of Clearance filed (PPS Credential candidates)

NOTE: Students are hereby advised that prior to formal acceptance into the program, they are taking courses at their own risk. The number of units completed will not influence acceptance into the program.

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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:

ED-RS 680.001	Educational Statistics
ED-RS 680.002	Research Design and Analysis in Education
ED-CS 640	School Counseling
ED-CS 670	Career Counseling

Advancement to Candidacy is required for all 600 level Counseling classes with the exception of those listed directly above. In order to 1) better mentor the growth of students throughout the program, and 2) insure the quality of program graduates, the program committee reserves to itself certain requirements. See Student Handbook for details.

Ability to Work With People

Throughout the program and prior to completion, the student must continually provide evidence of the ability to interact competently, successfully, and ethically with other people from a variety of backgrounds in a manner consistent with the role of a professional person in counseling. Such evidence may come from practicum courses, courses with an experiential focus, or from supervised experiences included in the program. The applicant is advised that this quality is difficult to evaluate prior to admission; it may become apparent only as he or she progresses through the program.

The applicant who recognizes that this may be a significant difficulty is urged to consider other programs.

Experiential Learning Requirements

The Counseling Program is sequential and based on principles of experiential learning. Consequently, students are frequently expected to participate from the counselee perspective in group and in individual sessions. Students provide each other the opportunity to experience interaction from both the counselor and counselee frame of reference throughout the program. Enrollment in the program implies student consent to engage in the experiential learning activities of the various courses.

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:

ED-CS 400 Introduction to Counseling

Required Courses:

ED-RS 680.001 Educational Statistics

ED-RS 680.002 Research Design and Analysis in Education

*ED-CS 500 Practicum: Human Communication I

ED-CS 505 Cross Cultural Counseling

Psych 530 Psychological Assessment of Intellectual Functioning and Interests

or

Psych 531 Psychological Assessment of Personality and Interpersonal Behavior

*ED-CS 605 Theories of Counseling

*ED-CS 693	Counseling Case Analysis
*ED-CA 693	Counseling Internship
*ED-CA 693.005	Master's Project in Counseling
or	
*ED-CA 693.701	Master's Examination in Counseling
	Electives (16 units)

Pupil Personnel Services Credential (45 quarter units, excluding prerequisites, required)

Prerequisites:

ED-CS 400 Introduction to Counseling

ED-RS 680.001 Educational Statistics

Required Courses:

*ED-CS 500 Practicum: Human Communication I

ED-CS 505 Cross Cultural Counseling

ED-CS 510 Developmental Counseling: Children and Adolescents

ED-CS 520 Professional Ethics

ED-CS 525 Legal and Professional Issues: School Counseling

Psych 530 Psychological Assessment of Intellectual Functioning and Interests

*ED-CS 605 Theories of Counseling

*ED-CS 640 School Counseling

*ED-CS 645 Techniques in School Counseling

ED-CS 670 Career Counseling

*ED-CS 693 Counseling Case Analysis

*ED-CA 693 Counseling Internship

ED-CI 511 Advanced Educational Psychology

Master of Science Degree (90 quarter units, excluding prerequisites, required)

Prerequisites:

MIS 300 Management Information Systems (Career Development only)

Psych 315 Abnormal Psychology (MFCC only)

ED-CS 400 Introduction to Counseling

Counseling Core (taken by all MS students):

*ED-CS 500 Practicum: Human Communication I

ED-CS 505 Cross Cultural Counseling

ED-CS 520 Professional Ethics (same as Psych 520)

Psych 530 Psychological Assessment of Intellectual Functioning and Interests

ED-CS 600.001 Special Topics in Counseling: Chemical Dependency

ED-CS 600.002 Special Topics in Counseling: Abuse and Battering

*ED-CS 605 Theories of Counseling

*ED-CS 620 Group Counseling

*ED-CS 625 Techniques in Group Counseling

*ED-CS 630 Practicum: Human Communication II

*ED-CS 635 Theory and Practice of Consultation

*ED-CS 693 Counseling Case Analysis

*ED-CS 693.001 Counseling Case Analysis II

*ED-CA 693 Counseling Internship

*ED-CA 693.001 Counseling Internship II

*ED-CA 693.005 Master's Project in Counseling

or

*ED-CA 693.701 Master's Examination in Counseling

ED-RS 680.001 Educational Statistics

ED-RS 680.002 Research Design and Analysis in Education

Options (choose one)

School Counseling

ED-CS 510 Developmental Counseling: Children and Adolescents

ED-CS 525	Legal and Professional Issues: School Counseling
*ED-CS 640	School Counseling
*ED-CS 645	Techniques in School Counseling
ED-CS 670	Career Counseling
*ED-CS 675	Techniques in Career Counseling
ED-SP 501	Introduction to the Education of Exceptional Children and Youth
ED-CI 511	Advanced Educational Psychology
Electives (3 units)	
Marriage, Family and Child Counseling	
ED-CS 510	Developmental Counseling: Children and Adolescents
ED-CS 515	Developmental Counseling: Adulthood and Aging
ED-CS 526	Legal and Professional Issues: Clinical Practice
Psych 531	Psychological Assessment of Personality and Interpersonal Behavior
Psych 540	Human Sexuality I
*ED-CS 610	Theories of Family Counseling
*ED-CS 615	Techniques in Family Counseling
Psych 515	Descriptive Psychopathology
Psych 592	Diagnostic and Statistical Manual
Career Development Counseling	
ED-CS 515	Developmental Counseling: Adulthood and Aging
ED-CS 527	Legal and Professional Issues: Career Counseling
ED-CS 670	Career Counseling
*ED-CS 675	Techniques in Career Counseling
*ED-CS 680	Counseling in the Workplace
Electives (17 units)	

* Must be taken in residence at California State University, Bakersfield

BILINGUAL EDUCATION

ED-BI 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; and focus on the concepts of cultural pluralism, multicultural education, and cross-cultural education and includes observations within bilingual/bicultural and/or multicultural classrooms.

ED-BI 476. Introduction to Teaching English as a Second Language (3) A survey and discussion of the basic techniques and procedures of teaching 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 emphasis in 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.

ED-BI 503. Teaching Reading in Bilingual Cross-Cultural Settings This course is designed to focus on theory, research and development, assessment techniques, and classroom management skills integral to the teaching of reading in the first and second languages to linguistic minority children within bilingual settings.

ED-BI 504. Bilingual/Cross-Cultural Methods in the Language Arts Language arts curriculum and methods for use with bilingual and monolingual students within bilingual/cross-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 the Spanish language is most useful.)

ED-BI 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.

ED-BI 506. Bilingual/Cross-Cultural Teaching Strategies Instructional theories and methodologies appropriate for the bilingual/cross-cultural, cross-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.

ED-BI 524. Advanced Methods and Techniques of Teaching English as a Second Language Advanced methods, techniques, and skills necessary for teachers at the elementary, secondary, and adult levels to promote culturally sensitive 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. ED-BI 476 Introduction to Methods and Techniques of Teaching English as a Second Language is required or permission of instructor.

ED-BI 540.001. Observation and Participation in Bilingual/Bicultural Education (2) Field work for Bilingual/Cross-Cultural Specialist Credential candidates. Supervised experiences related to classroom teaching, with seminars and conferences as arranged. Prerequisite: Consent of instructor.

ED-BI 540.002 Practicum in Bilingual/Bicultural Education (3) Advanced fieldwork for Bilingual/Cross-Cultural Specialist Credential and candidates. Supervised classroom teaching and related experiences, with seminars and conferences as arranged. Prerequisite: ED-BI 540.001 and consent of instructor.

ED-BI 540.003. Practicum in an English as a Second Language Classroom (3) Advanced fieldwork for Language Development Specialist Certificate candidates. Supervised classroom teaching and related experiences with seminars and conferences as arranged. Prerequisites: ED-BI 505, 506, and 524.

ED-BI 564. Research and Evaluation in Bilingual/Cross-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/cross-cultural classrooms will be the focus of this course. Qualitative and quantitative studies that focus on language and culture will also be included.

ED-BI 635. Curriculum Development for Bilingual/Cross-Cultural and Multicultural Education Guided curriculum development for Bilingual/Cross-Cultural and Multicultural Education. Includes curriculum development principles and curricular strategies for the application and integration of those principles

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to language and cultural concepts important for creating successful cross-cultural and multicultural classroom climates. Also, includes adaptation strategies of curriculum materials for use with bilingual and mono-lingual students in a variety of classroom climates.

ED-BI 636. Seminar in Bilingual/Bicultural Education An indepth review of current research, trends, issues, programs and other areas related to Bilingual/Cross-Cultural and/or Multicultural Education. Topics and focus will vary. Approval of the instructor required.

COUNSELING

ED-CS 400. Introduction to Counseling (formerly ED-CS 360) The focus of this course is a discussion of counseling services, including historical perspectives, basic philosophies and objectives, ethics, accountability and human relations. A major emphasis is on the relationship between the personal experience and identity of the counselor and the counseling process. Included is experience with the clinical processes of counseling skills and group dynamics.

All graduate counseling courses require ED-CS 400 or concurrent enrollment as a prerequisite.

ED-CS 500. Practicum: Human Communication I (3) (formerly ED-CS 668) This laboratory focuses on the theory and clinical practice of human communication with emphasis on communication skills, processes of verbal and non-verbal communication, use of communication skills applicable to counseling, interviewing, assessment, and evaluation of clients in simulated counseling situations. The major thrust will be on the actual practice of counseling procedures and practices focusing on human communication in the laboratory setting. Offered for CR/NC only. Prerequisite: ED-CS 400; conditionally classified standing in counseling program.

ED-CS 505. Cross Cultural Counseling (4) This course focuses upon issues arising from different values and cultural assumptions which affect therapeutic intervention in counseling individuals and families. Cultural pluralism and its relationship to the counseling process is discussed. Focus will be on cultural subgroupings of ethnicity (Blacks, Hispanics, Asians, and Native American, among others), socioeconomic, gender, orientation, religion, relationship status, disability, and demographics.

ED-CS 510. Developmental Counseling: Children and Adolescents (formerly ED-CS 562) This course explores the developmental issues and tasks of normal biological, psychological, and social processes during childhood and adolescence. Disruption of normative development and issues and a variety of approaches for counseling with children and adolescents from different cultural backgrounds will be discussed.

ED-CS 515. Developmental Counseling: Adulthood and Aging (4) This course explores the biological, psychological, and social developmental tasks and life events of the adult years. It includes a focus on the developmental issues salient to relationships, separation, blended families, and geropsychology. A discussion of multicultural counseling approaches appropriate for adult and aging populations is also included. Prerequisite: ED-CS 510 or permission.

ED-CS 520. Professional Ethics (2) This course focuses on contemporary professional ethics common to the scope of clinical/counseling practice. The professional codes of ethics (AACD, AAMFT/CAMFT, and APA) will be presented and illustrative case examples of key ethical issues such as confidentiality and administration of psychological tests will be discussed.

Not available for undergraduate credit. Prerequisite: Conditionally classified standing in Counseling Program. (Same as Psychology 520)

ED-CS 525. Legal and Professional Issues: School Counseling (1) This course focuses upon the legal issues pertaining to school counseling as found in the California Education Code. Included is discussion of the laws governing minors and the reporting requirements imposed upon school counselors by regulation, statute and case law. Goals and objectives of professional organizations, standards of training, credentialing, and the rights and responsibilities of the school counselor are also discussed. Prerequisite: ED-CS 520 or concurrent enrollment.

ED-CS 526. Legal and Professional Issues: Clinical Counseling (2) This course focuses upon the statutory and regulatory law that delineates the professional scope of practice for Marriage, Family and Child Counselors. Current legal patterns and trends including those in family law and the reporting requirements imposed on California therapists by statute, regulation and case law are discussed. Included is discussion of the goals and objectives of professional organizations, standards of training, licensure and certification, and the rights and responsibilities of the professional counselor. Prerequisite: ED-CS 520 or concurrent enrollment.

ED-CS 527. Legal and Professional Issues: Career Counseling (2) This course focuses upon the legal issues regulating the practice of the counselor in business, industry, and vocational settings. Included is an examination of professional organizations, standards of training, certification, and the rights and responsibilities of the counselor/consultant. Prerequisite: ED-CS 520 or concurrent enrollment.

ED-CS 530. Psychological Assessment of Intellectual Functioning and Interests (4) (formerly ED-CS 569) This course introduces students to the theories and applications of selected psychological tests which measure achievement, aptitude, ability and interests. Special attention is given to the clinical process of planning and integrating assessment batteries. It includes consideration of the impact of cross-cultural variables on assessment. Not available for undergraduate credit. Prerequisite: One of the following: Psychology 429 or ED-CS 569, or ED-RS 680.001 and passing score on competency test. (Same as Psychology 530)

ED-CS 531. Psychological Assessment of Personality and Interpersonal Behavior (4) This course introduces students to the theories and applications of selected objective and projective psychological tests used to measure personality and interpersonal behavior. Special attention is given to the clinical process of planning and integrating objective assessment batteries. It includes consideration of the impact of cross-cultural variables on assessment. Not available for undergraduate credit. Prerequisite: One of the following: Psychology 429 or ED-CS 569, or ED-RS 680.001 and passing score on competency test. (Same as Psychology 531)

ED-CS 540. Human Sexuality I (4) This course examines the major variables affecting human sexuality including physiological, psychological, and socio-cultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders. The etiology, assessment, and treatment of sexual dysfunctions and the relationship between sexual dysfunction and intimate interpersonal relationships will be discussed. Counseling aspects will be highlighted. Not available for undergraduate credit. (Same as Psychology 540)

ED-CS 545. Human Sexuality II (4) This course focuses on the integration of human sexuality and the counseling process.

The emphasis will be on identification of sexual issues and the use of counseling strategies and techniques to facilitate healthy sexual development and functioning.

ED-CS 590. Special Problems in Counseling (2-5) (formerly ED-CS 667) A review and analysis of specific topic areas in counseling. May be repeated with different topics; permission.

ED-CS 600.001. Special Topics in Counseling: Chemical Dependency (2)

ED-CS 600.002. Special Topics in Counseling: Abuse and Battering (1)

ED-CS 600.003. Special Topics in Counseling: Spirituality (1)

ED-CS 600.004. Special Topics in Counseling: Loss (1)

These courses form a module which focus upon topics of specific significance for professionals in the field of counseling. Separate enrollment is required for each module.

Module Descriptions:

ED-CS 600.001. Special Topics in Counseling—Chemical Dependency This module meets the requirements established by the Board of Behavioral Science Examiners for MFCC licensing. The focus is upon various aspects of alcohol and drug abuse and dependency. Etiology, diagnosis, treatment, family, medical and legal issues, and community resources will be discussed. (Same as Psychology 600.001)

ED-CS 600.002. Special Topics in Counseling—Abuse and Battering This module focuses upon the assessment of violence in families and in relationships. A major emphasis is on physical, emotional and sexual abuse of children, the elderly and in partners in intimate relationships. Abandonment, battering, rape, incest, general and severe neglect, willful cruelty, corporal punishment and injury, and abuse in out-of-home-care will be discussed. The legal procedures for timely reporting of such victimization will be included. (Same as Psychology 600.002)

ED-CS 600.003. Special Topics in Counseling—Spirituality This module focuses upon the role of the counselor in assisting clients to resolve the spiritual issues of meaning and value that arise in the counseling process. Spiritual issues specific to adult transitions will be discussed.

ED-CS 600.004. Special Topics in Counseling—Loss This module focuses upon loss and the human experience. Cycles and processes of loss will be highlighted. Issues related to loss throughout the life course will be discussed.

ED-CS 605. Theories of Counseling (4) (formerly ED-CS 662) This course focuses upon basic concepts and theoretical models of counseling that can be used to intervene therapeutically with couples, families, adults, children, and groups. Applications of each perspective across the life span are discussed. Prerequisite: Advancement to Candidacy in Counseling Program.

ED-CS 610. Theories of Family Counseling (formerly ED-CS 665) This course focuses upon the major theoretical psychotherapeutic orientations relative to relationships and family counseling. The psychodynamics of relationships and family systems, communications theory, and the role of family patterns and interactions in the individual and the family will also be discussed. Cross-cultural issues will be addressed. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 605.

ED-CS 615. Techniques in Family Counseling (3) (formerly ED-CS 665.001) This course focuses upon the development of counseling skills based upon the theoretical perspec-

tives of family counseling. Clinical experiences in assessment and implementation will be provided by means of observation, demonstration and practice. Prerequisite: ED-CS 610.

ED-CS 620. Group Counseling (4) (formerly ED-CS 661)

The focus of this course is the clinical process of group facilitation. Students will become familiar with the literature related to small groups and engage in experiential activities designed to relate the clinical process to theoretical explanations. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 605 and ED-CS 610.

ED-CS 625. Techniques in Group Counseling (3) The focus of this course is upon the development of counseling skills based on the theoretical perspectives of group process. Clinical experiences in assessment and implementation will be provided through observation, demonstration, supervision, and practice. Prerequisite: ED-CS 620.

ED-CS 630. Practicum: Human Communication IIA (3) (formerly ED-CS 668.001) This practicum focuses upon advanced theory and practice of human communication with emphasis upon communication skills, assessment of nonverbal and verbal communication processes, and crisis intervention. The major thrust will be upon individual supervision of advanced counseling procedures and practices which focus upon the interviewing, assessment, and evaluation of clients. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 605 and ED-CS 610; permission.

ED-CS 630.001. Practicum: Human Communication IIB (2) A continuation of ED-CS 630.

ED-CS 635. Theory and Practice of Consultation (4) This course focuses upon discussion of the theory and practice of consultation. It is designed to enable counselors to promote primary prevention and facilitate change processes by functioning as consultants within a variety of organizational settings. Students enrolled in each counseling option (School Counseling, Marriage, Family and Child Counseling, and Career Development Counseling) will have the opportunity to specialize in consultant activities appropriate to their option. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 620 and ED-RS 680.002.

ED-CS 640. School Counseling (4) This course focuses on the role and function of the school counselor within the social structure of the educational system. It includes a discussion of the current trends in the organization and delivery of pupil personnel services in multicultural educational settings.

ED-CS 645. Techniques in School Counseling (3) This course focuses upon the development of the clinical skills necessary for effective functioning within multicultural educational settings. Experiences in curriculum awareness, assessment of classroom interaction, interpretation of educational tests, and academic and career planning will be provided through observation, demonstration and practice. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 640.

ED-CS 670. Career Counseling (4) (formerly ED-CS 660)

This course focuses upon the processes of career development and counseling through the life span. Included will be emphasis on theories of career counseling, culturally different populations, the interface between the individual and the organizational climate, and the resources utilized in the career counseling process.

ED-CS 675. Techniques in Career Counseling (3) This course focuses upon the development of skills necessary for effective career counseling. Experiences with career resources, in-

terpretation of interest, aptitude and value tests, and career planning for women, the culturally different, economically disadvantaged, adults in transition, the physically limited, and the developmentally disabled will be provided through observation, demonstration, and practice. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 670.

ED-CS 680. Counseling in the Workplace (4) This course focuses upon appropriate knowledge and helping skills associated with comprehensive counseling and career development services offered employees within a variety of work settings. It will examine the manner in which a career development orientation can serve as a pragmatic basis for integrating employee assistance and vocational services into the total human resource development plan of an organization. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 670.

ED-CS 693. Counseling Case Analysis (1) This course accompanies Counseling Internship. It focuses upon case analyses and demonstrations relevant to field related experiences. Issues related to professional development will be discussed. Students must enroll in this laboratory each quarter they are enrolled in Counseling Internship. Offered for CR/NC only. Prerequisite: Advancement to Candidacy in Counseling Program; concurrent enrollment with ED-CA 693, Counseling Internship; permission.

ED-CS 693.001. Counseling Case Analysis II (1) A continuation of ED-CS 693, Counseling Case Analysis.

CULMINATING ACTIVITY

ED-CA 690. Master's Thesis in Education (2-5) A carefully designed review of the research literature and findings of a selected field of interest in education leading to a novel synthesis of original insights as contributions to graduate scholarship. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a Culminating Activity Committee (CAC **)

ED-CA 691. Master's Project in Education (2-5) Design and implementation with a written report of a field research, internship, or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalents. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of Culminating Activity Committee.**

ED-CA 692. Master's Examination in Education (2-5) Study and examination in depth of a specific area of concentration in Education; form of the examination to be determined by a CAC.** Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a CAC.**

ED-CA 693. Counseling Internship The internship provides an individually supervised clinical practicum in settings designed to facilitate the professional goals of the intern. For those pursuing the MFCC license, the internship provides a practicum falling within the scope and practice of a Marriage, Family and Child Counselor. It further provides opportunities for experience in interviewing, assessment, diagnosis, prognosis and treatment of familial and relationship dysfunctions (meets the MFCC practicum requirement specified in Division 2 of the Business and Professions Code, Chapter 13, Article 1, Section 4980.40). For those pursuing the Pupil Personnel Services Credential, the placement provides the opportunity to counsel in a cross-cultural setting (meets PPS Category B, 1.4). Students must enroll in ED-CS 693, Counseling Case Analysis, every quarter they are enrolled in

this course. Offered for CR/NC only. Prerequisite: Advancement to Candidacy in Counseling Program; permission.

ED-CA 693.001. Counseling Internship II A continuation of ED-CA 693, Counseling Internship.

ED-CA 693.005. Master's Project in Counseling (2) The master's project is a quarter-long individually supervised, significant undertaking appropriate to the professional field of counseling. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation. The project will be orally presented. (California Administrative Code Section 40510) Prerequisite: Advancement to Candidacy in Counseling Program; concurrent enrollment with Counseling Internship; permission.

ED-CA 693.701. Master's Examination in Counseling (2) An indepth examination in the field of counseling. Prerequisite: Advancement to Candidacy in Counseling Program; permission.

ED-CA 695.001. Field Work in Educational Administration I (3) Directed field work in administration of schools. Includes supervised project, assigned readings, and written reports. Prerequisite: Consent of the instructor.

ED-CA 695.003. Master's Examination in Educational Administration (3) An examination in depth of educational administration. Prerequisites: Successful completion of 39 quarter units in the concentration and core requirements, and ED-CA 695.001, approved petition for advancement to candidacy, and the appointment of a Culminating Activity Committee.

EARLY CHILDHOOD EDUCATION

ED-EC 412. Growth and Development of Children Advanced study in growth and development from conception through elementary school years. Contemporary research and evidence from field experiences with children in a variety of environments, examination of patterns and causes of behavior. Prerequisite: Psychology 100.

ED-EC 413. Adolescent Growth and Development Advanced study of the physical, social, emotional, and intellectual development of preadolescents and adolescents. Contemporary research and evidence from field experiences with children in a variety of environments; examination of patterns and causes of behavior.

INST 415. Infant Stimulation and Development Interdisciplinary focus on growth and development from conception through the first two years of life. Special emphasis is given to contemporary research in physiological and motor development, socio-emotional development, cognitive development, health and nutrition, child rearing practices and infant stimulation. Cultural and ethnic influences are also considered. Lecture and discussion. Prerequisite: Psychology 100 or permission of instructor. Carries credit in Child Development or Education.

ED-EC 443 (formerly ED-EC 542). Supervision and Administration of Early Childhood Education The planning, supervision and administration of early childhood programs in local districts and private institutions including employer-sponsored preschool programs. The laws and regulations governing early childhood education in California are considered. Procedures for evaluating early childhood programs in terms of the objectives of sponsoring institutions and the guidelines from regulatory agencies are included.

** CAC-Culminating Activity Committee. Such committees consist of three faculty members and must be approved by the Graduate Studies Committee of the School through the Coordinator of Graduate Studies. (See your graduate advisor for specifics.)

ED-EC 443.001. Internship in Administration and Supervision of Children's Programs This course will focus on the practical application of information gained in ED-EC 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: ED-EL: 443.

ED-EC 513. Introductory Seminar in Early Childhood Education An examination of the status of early childhood education in general; optional program patterns; basic theories, research, and practice of early childhood education.

ED-EC 514. Growth and Cognitive Development Theories and research in socialization, development and cognition in children. Applications to instructional organization and performance of children in learning environments. Prerequisite: ED-EC 412.

ED-EC 522. Methods and Materials for Early Childhood Education Basic instructional modes and practices; curriculum content and development; materials and optional organizations for instruction. Prerequisite or corequisite: ED-EC 513.

ED-EC 523. Creative Experiences for Early Childhood Education (3) Study with practicum in specific experiences of creative expression; examines several modes and related materials. Prerequisite or corequisite: ED-EC 513.

ED-EC 523.001. Parent and Community Involvement in Early Childhood Education Discussion of various modes of parent-teacher and community interaction and involvement in the education of young children. Focus on parent-child interaction, the needs of the child in the home, school and community. Field experiences to include parent-community meetings, home visits, and individual conferences.

ED-EC 545. Human Development: A Lifespan Perspective Advanced study in growth and development from conception through adult years including mid-life and beyond. Examination of contemporary research and evidence from the literature. Includes field experiences with children and adults in a variety of environments, especially the family.

ED-EC 644. Early Childhood Education Field Experience (1-6) Laboratory and field experiences with children in different environments: studies of behavior via modes of observation and research projects; methods and procedures.

EDUCATIONAL ADMINISTRATION

ED-AD 515. Administration and Supervision of Programs for Exceptional Children (3-5) Intensive study of the organization, administration, and supervision of education programs for exceptional children: curriculum, legal relations, budgeting and financing, attendance reporting, facilities planning referral and use of community agencies, surveying of state, local, regional, and national trends and issues.

ED-AD 572. Legal Aspects of Education (3) The laws of public education, examined from the point of view of implications for the profession; considers legal responsibilities and duties, powers and liabilities of teachers and administrators.

ED-AD 573. Financing Public School Districts (3) A systematic examination of such basic concerns as sources of public school revenues, patterns and problems of distribution, budgeting, PPBS programs, effects of technology and management and accounting.

ED-AD 576. School Personnel Management (3) Policy formation for personnel practices; techniques of organizing for personnel selection and evaluation; legal and theoretical aspects of the negotiation process.

ED-AD 671. The Governance and Politics of American Education (3) Study of the organization and administration of public school systems and the influence of governmental, political and social forces in the control and development of educational policy making.

ED-AD 673. Human Relations In Educational Management (3) Stresses the understanding and development of human relations skills in management, with special emphasis on the facilitative skills of relating personally and within a group, conflict resolution, and responsible confrontation.

ED-AD 674. Supervision of Instruction I (3) Historical development and trends of supervision in an educational setting. Current practices and leadership behaviors necessary for the improvement of instruction, staff development, and the evaluation of teaching-learning effectiveness.

ED-AD 675. Supervision of Instruction II (3) Historical, philosophical, and psychological bases for curriculum decisions. The influence of social forces and subject matter on curriculum design. Leadership procedures and processes for curriculum development and for the evaluation and improvement of curriculum.

ED-AD 677. Theory and Problems in School Management (3) A study of the theoretical concepts of human organizational behavior in educational institutions; the communication and planning processes involved in the management system.

ED-AD 679. School-Community Relations (3) The influence of the formal and informal structures of communications systems in communities; the nature of communities and the contributions of cultures.

ED-AD 680. Theory and Planning in Complex Organizations (3) A policy-level analysis of theory and application related to all phases of theory on complex organizations. Strategy related to long-term, short-term, and strategic planning to relate theory to practice will also be emphasized.

ED-AD 681. Instructional Leadership (3) Elements of instructional leadership, particularly those at the district-wide level, will be emphasized. Elements that will be included will be a means by which state priorities such as new curriculum standards or changing college and university entrance requirements are implemented and their implications for school/district policy decisions.

ED-AD 682. Management and Development of Human Resources (3) Effective use of human resources and long-range planning relating to recruitment and development at the school/district level will be emphasized. Programs for developing district management personnel as well as school-level personnel will be covered.

ED-AD 683. Legal and Political Policy Analysis (3) Court decisions and legislative enactments at the state and national level will be analyzed as to their implications as to school-level policy decisions. Activities relating to school/district intervention at the state policy level will also be investigated.

ED-AD 684. Fiscal Policy Planning and Management (3) Analysis of raising and allocating resources. Resource forecasting and allocational planning for human resources as well as materials, equipment, and buildings will be analyzed.

Education—Advanced Educational Studies

ED-AD 685. Managing and Policy in Multi-cultural Settings

(3) The unique understandings necessary to meet the educational and social needs of culturally different children and the implications these needs have for policy decisions as they relate to both fiscal and human resources will be thoroughly analyzed.

ED-AD 686.000. Field Work in Education Administration

(3)

ED-AD 686.001. Field Work in Education Administration

(3)

ED-AD 686.002. Field Work in Education Administration

(3)

ED-AD 686.003. Field Work in Education Administration

(3) These 12 units of field experience will be developed with the candidate, field supervisor, and college advisor. The emphasis of the field work for the Professional Credential will be assuring that candidates have a series of policy-level administrative experiences in order to give them understandings of the decision-making processes relating to the important legislative issues at the local, county, state, and national levels.

EDUCATIONAL RESEARCH

ED-RS 670. Single Subject Research Designs for Classroom-Based Research **(3)**

The course addresses the appropriateness and importance of single subject accountability systems in educational settings, including a critical evaluation of single subject research designs and alternative strategies to evaluate the effectiveness of classroom-based intervention programs.

ED-RS 680.001. Educational Statistics **(4)**

The application of statistics including computerized statistical packages, in educational research; descriptive and inferential statistics, parametric and non-parametric statistics, types of data; uses and misuses of statistics. Prerequisite: The equivalent of at least one year of algebra is recommended.

ED-RS 680.002. Research Design and Analysis in Education **(3)**

An analysis of different types of research designs employed in research in education. Students will design projects that are based on an extensive review of the literature, hypotheses proposal and testing, proper sampling techniques, and selection of appropriate statistical methods for data analysis. Prerequisite: ED-RS 680.001.

ED-RS 682. Directed Research in Early Childhood Education **(3)**

Review and comparative analysis of proposed designs for field studies in early childhood education leading to thesis or project. Prerequisite: Mathematics 140 (elementary statistics) and ED-RS 680 or consent of instructor.

ED-RS 688. Research in Special Education **(3)**

Review and analysis of specific, topical researches in special education; critical analysis of selected literatures. Prerequisite: admission to conditional graduate standing in the School of Education.

INDIVIDUAL STUDY

ED-IS 499. Individual Study **(1-5)**

Admission with consent of dean, School of Education.

ED-IS 699. Individual Study **(1-5)**

Admission with prior approval and consent of the advisor, department chair and dean, School of Education.

INTERDISCIPLINARY STUDIES

IN ST 415. Infant Stimulation and Development

Interdisciplinary focus on growth and development from conception through the first two years of life. Special emphasis is given to

contemporary research in physiological and motor development, socio-emotional development, cognitive development, health and nutrition, child rearing practices and infant stimulation. Prerequisite: Psychology 100 or permission of instructor.

INST 486. Educational Anthropology (formerly Education 589)

A study of American education from cultural perspective. The application of anthropological theories and methodologies to the study of education.

SPECIAL EDUCATION

ED-SP 300. Self-Image of Special Children

This course will focus on the historical and theoretical perspective of self-psychology. Some of the topics to be reviewed include: self-development, self-terminology and self-assessment of exceptional pupils.

ED-SP 501. Introduction to Education of Exceptional Children and Youth (formerly ED-SP 568)

Basic characteristics, needs and socio-linguistic 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.

ED-SP 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.

ED-SP 507. Education of the Emotionally Disturbed

The child with behavior disorders examined in terms of physical, social, and psychological characteristics. Educational methodologies including psychodynamic strategy, behavior modification strategy, ecological strategy, and the psychoeducational strategy reviewed. Relevant literature pertaining to children with behavior disorders examined.

ED-SP 508. 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, curriculum-based assessment and clinical interview logical reasoning tasks.

ED-SP 542. Observation in Special Education **(2)**

Field work experiences related to the special education learning handicapped classroom, with particular emphasis given to culturally and linguistically diverse populations.

ED-SP 550. Special Education/Remedial Strategies in Reading and Mathematics Instruction

Remedial and special education students manifest severe discrepancies between their measured intellectual potential and their academic achievement in reading and/or mathematics. This course focuses on two spe-

cial/remedial education options in reading and 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 and language arts. Prerequisite: ED-SP 508 or consent of instructor.

ED-SP 621.001. Counseling Exceptional Children/Youth and Their Parents Exceptional children manifest serious emotional and behavioral problems in addition to expected academic and psychological problems. This course is designed to focus on strategies to enhance the exceptional students' emotional well-being and his/her behavioral control. Further, it will include skills to assist parents who frequently need support in coping with the special challenges of being effective parents for an exceptional child. The continuum of skills taught range from a Rogerian communications model to precision behavior change procedures.

ED-SP 621.002. Advanced Counseling Exceptional Children/Youth and Their Parents Intensive study of behavioral management and enhancement of exceptional children's social skills is continued and expanded from the prerequisite course. Particular focus on the nurturance of the parent-teacher relationship will also be developed. Prerequisite: B or better in ED-SP 621.001.

ED-SP 622. Advanced Curriculum Development, Learning Handicapped 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). Prerequisites: ED-SP 505, 507, 508, 542, 550, 621.

ED-SP 623. Field Placement Seminar (2) Under the guidance of the instructor, students plan their culturally/linguistically sensitive "lesson plans" for ED-SP 624 or ED-SP 625. Concurrent with or prerequisite: ED-SP 622.

ED-SP 624.001. Advanced Field Work Learning Handicapped Student Teaching: LH Classroom Emphasis Provides practical experience teaching learning handicapped students on a daily basis in a public school setting under the supervision of a cooperating teacher and university supervisor. The student teacher has the responsibility to plan and organize culturally and linguistically sensitive lesson plans to demonstrate the required competencies. Grading is on a credit, no-credit basis. Concurrent with or prerequisite: ED-SP 623 and consent of the instructor.

ED-SP 624.002. Advanced Field Work Learning Handicapped Student Teaching: Mainstreaming Emphasis Provides practical experience teaching learning handicapped and remedial students on a daily basis in a public school setting under the supervision of a cooperating teacher or building principal and university supervisor. The student teacher has the responsibility to demonstrate individual and small group remedial strategies and the ability to implement and/or facilitate mainstreaming in the regular classroom using strategies that are culturally and linguistically appropriate. Concurrent with or prerequisite: ED-SP 623 and consent of the instructor.

ED-SP 625. Advanced Field Work Learning Handicapped Field Supervision (10) Provides advanced field supervision for competency certification for LH teachers who are teaching on emergency LH credentials. The teachers in training have the re-

sponsibility to plan and organize culturally and linguistically appropriate lesson plans to demonstrate the required competencies. Credit, no-credit grading. Concurrent with or prerequisite: ED-SP 623 and consent of the instructor.

ED-SP 630. Advanced 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.

ED-SP 631. Advanced Assessment for the Severely Handicapped 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.

ED-SP 632. Advanced 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: ED-SP 505, 507, 508, 542, 621, 630, 631.

ED-SP 633. Field Placement Seminar, Severely Handicapped (2) Under the guidance of the instructor, students plan their culturally/linguistically sensitive "lesson plans" for ED-SP 634 or ED-SP 635. Concurrent with or prerequisite: ED-SP 632.

ED-SP 634. Advanced 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: ED-SP 633 and consent of the instructor. Credit, no-credit grading.

ED-SP 635. Advanced 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: ED-SP 633 and consent of the instructor. Credit, no-credit grading.

ED-SP 651. Resource Specialist I—Role and Legal Mandates (3) Analysis of the role of resource specialist focusing on laws, regulations, and other compliance requirements. Emphasis will be on the resource specialist's role as facilitator between regular education and special education. The specialized coordination and consultation functions of the resource specialist's role will be introduced.

ED-SP 652. Resource Specialist II—Diagnostic Assessment Coordination, Consultation, and Staff Development (3) Analysis of the resource specialist's role in assessment focusing on utilization of evaluation data for the modification of instruction and curriculum. Emphasis will be on assessment consultation to regular classroom teachers and on coordination of referral and assessment procedures.

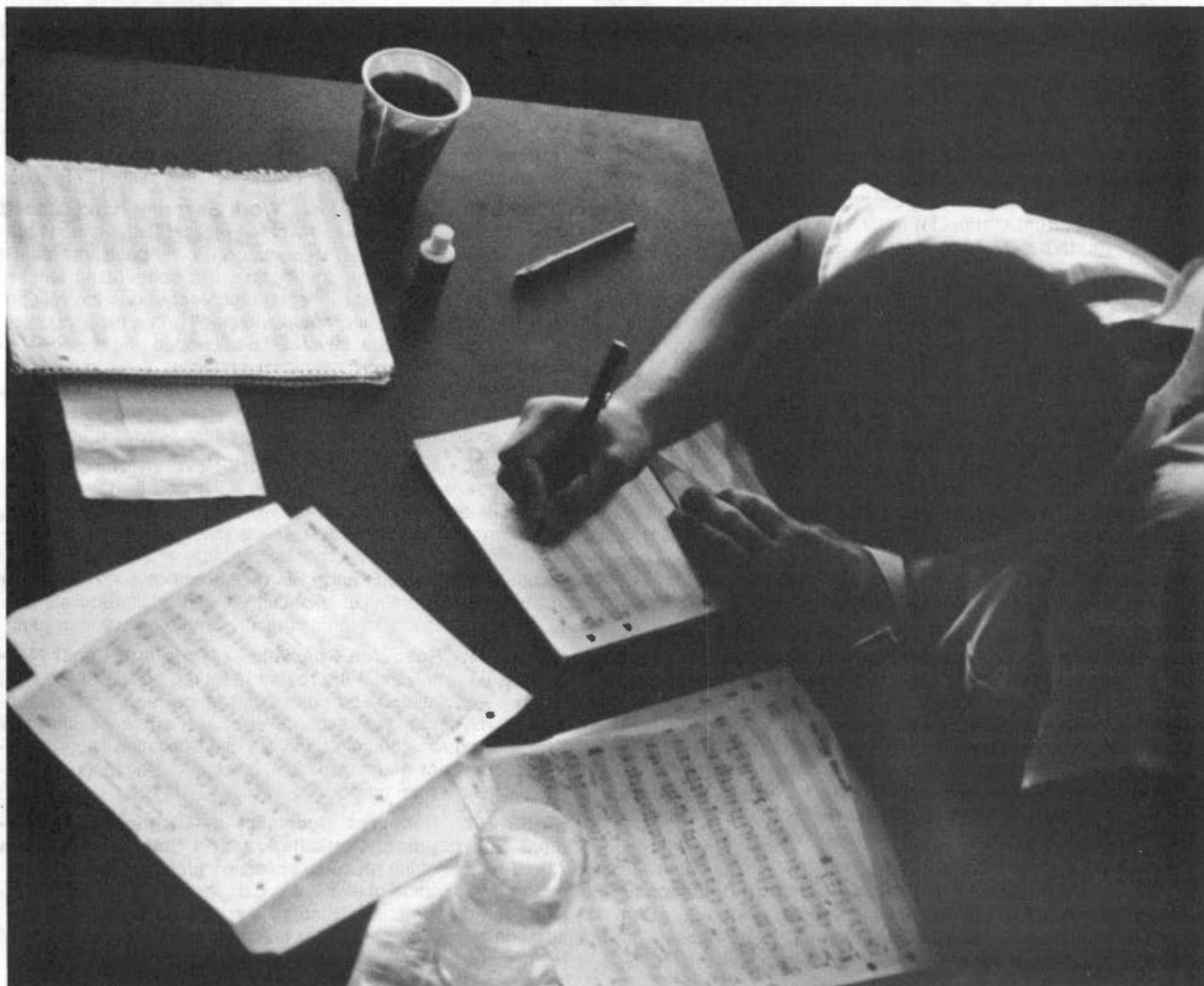
Education—Advanced Educational Studies

ED-SP 653. Resource Specialist III—Instructional Function Coordination, Consultation, and Staff Development (3)
Analysis of the resource specialist's role in instructional coordination, consultation and staff development. This instructional function will be divided into two areas, one focusing on curriculum competencies and the other focusing on behavior management competencies.

ED-SP 654. Resource Specialist IV—Communication Strategies to Facilitate Staff Development and Parent Education (3) Analysis of the communication skills needed to effectively implement the total resource specialist role. Emphasis will be on strategies to facilitate the acceptance of students with exceptional needs by regular classroom teachers and peers and on strategies to enhance parent education, including the assessment of staff development and inservice needs.

ED-SP 672. Self and the Exceptional Child Self properties with respect to development, history, theories, terminology, and assessment will be reviewed. Additional focus will be directed to actual clinical assessment of pupils and diagnosis.

ED-SP 689. Special Education Teacher Supervision and Consultation The purpose of this course is to train cooperating teachers in interpersonal communication skills and clinical supervision. This foundation will allow them to feel competent and effective in supporting their student teachers during competency certification. Skill training of the peer consultation model will be emphasized. This model can assist communication among special education teachers and also enhance the collegial relationships between regular educators and special educators. Particular attention will focus on the role of the resource specialist as a bridge between regular education and special education. Prerequisite: LH credential, LH teaching experience, and school district recommendation.



Physical Education Department

Chair: J. Sage

Faculty: N. Bailey, H. Clark, C. Craig, P. Douglass, G. Friedman, T. Kerr, E. Maglischo, D. Rubio, 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 (9 courses required) (2)
- Physical Education 300 Motor Learning (3)
- Physical Education 310 Measurement and Evaluation (3)
- Physical Education 312 Introduction to Teaching Physical Education (3)
- Physical Education 330 History of Sport (3)
- Physical Education 401 Kinesiology (3)
- Physical Education 404 Physiology of Exercise (5)
- Physical Education 412 Teaching Physical Education in the Elementary School (2)
- Physical Education 470 Administration of Physical Education and Athletic Programs (3)
- Physical Education 490 Senior Seminar in Physical Education (5)

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 405	Motor Development
Physical Education 410	Movement Education
Physical Education 420	Sport Sociology
Physical Education 430	Women in Sport
Physical Education 435	Recreation and Leisure Services
Physical Education 440	Recreational Leadership
Physical Education 441	Community Recreation
Physical Education 450	Recreational Programming, Management of Areas and Facilities
Physical Education 480	Sport Psychology
Physical Education 492	Advanced Athletic Training

Requirements for the Minor

The minimum requirement for the minor in Physical Education is 20 units. This must include Physical Education 200 and a combination of upper division course work acceptable to the Physical Education Department.

Teaching Credential—Single Subject

The CSB degree in Physical Education has been certified by the Commission on Teacher Credentialing (CTC) as satisfying requirements for the State of California Single Subject Credential. This means that a student completing the CSB B.S. degree in Physical Education also completes the CTC-approved examination waiver program in Physical Education. The program is undergoing review. Please check with the department office to see if there have been any changes in this program.

Adapted Physical Education Certificate Program

The CTC has granted an examination waiver for the teaching certificate in Adapted Physical Education. All students interested in the certificate program shall have current and valid a California teaching credential.

1. Prior to the completion of the certificate program, candidates must have completed the following prerequisites (or their equivalents):
 - Physical Education 300 Motor Learning (3)
 - Physical Education 401 Kinesiology (3)
 - Physical Education 404 Physiology of Exercise (5)
2. The following courses will be required:
 - Physical Education 402 Practicum in Adapted Physical Education (5)

Education—Physical Education

Physical Education 403	Adapted Physical Education (5)
Physical Education 405	Motor Growth and Development (5)
Physical Education 410	Movement Education (5)
ED-SP 501	Introduction to Education of Exceptional Children/Youth (5)
ED-SP 621.001	Counseling Exceptional Children/Youth and Their Parents (5)

3. Because it is likely that they will have covered them in their degree and credential programs, those who possess the following credentials will not be required to complete the prerequisites:

- a. Ryan Single Subject (P.E.)
- b. Standard ECE, P.E. Major
- c. Standard Elementary, P.E. Major
- d. Special Secondary P.E.
- e. General Secondary, P.E. Major
- f. Junior High, P.E. Major

Courses

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

Experiential Prior Learning

Credit for prior work experience is available in the Department of Physical Education:

Physical Education 289/489. Experiential Prior Learning (variable units)

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

Lower Division

Physical Education 150. Fundamental Skills (1) Instruction in a variety of sports activities. Two meetings per week. Offered only on a credit, no-credit basis.

Physical Education 200. Perspectives In Physical Education (3) An introduction and orientation to the field of physical education in terms of professional and career opportunities. A consideration of the major theories, ideas and issues (contemporary and historical) that have influenced the direction of the field. Lecture, discussion and observation.

Physical Education 211. Professional Activities Series (2)

A focus on the skill acquisition necessary for competent teaching of physical education activity classes. Two meetings per week, plus additional two hours per week field activity time.

- Physical Education 211.003. Professional Activities: Badminton/Racquetball
- Physical Education 211.005. Professional Activities: Basketball/Gymnastics
- Physical Education 211.012. Professional Activities: Field Hockey/Golf
- Physical Education 211.023. Professional Activities: Folk-/Square Dance
- Physical Education 211.029. Professional Activities: Softball/Flag Football
- Physical Education 211.031. Professional Activities: Swimming/Water Safety
- Physical Education 211.032. Professional Activities: Tennis/Archery

Physical Education 211.035.	Professional Activities: Volleyball/Soccer
Physical Education 211.038.	Professional Activities: Weight Training/Physical Fitness

Physical Education 250. Intercollegiate Sports (2) Daily instruction in intercollegiate activities. May be repeated for credit according to season. Field trips required. Five meetings per week. Prerequisite: Permission of the instructor.

- Physical Education 250.001. Intercollegiate Sports: Basketball
- Physical Education 250.002. Intercollegiate Sports: Wrestling
- Physical Education 250.003. Intercollegiate Sports: Men's Track
- Physical Education 250.004. Intercollegiate Sports: Women's Track
- Physical Education 250.005. Intercollegiate Sports: Cross Country
- Physical Education 250.006. Intercollegiate Sports: Women's Tennis
- Physical Education 250.007. Intercollegiate Sports: Men's Tennis
- Physical Education 250.008. Intercollegiate Sports: Volleyball
- Physical Education 250.009. Intercollegiate Sports: Soccer
- Physical Education 250.010. Intercollegiate Sports: Swimming
- Physical Education 250.012. Intercollegiate Sports: Softball

Physical Education 252. Topics in Physical Education (1-5) Variable subject matter dealing with selected facets of physical education. May be repeated for different course credit. Discussion and a terminal project.

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.

Upper Division

Physical Education 300. Motor Learning (3) A study of selected factors that influence the acquisition and retention of fine and gross motor skills, with emphasis on the role of motor and sensory systems. Lecture and discussion.

Physical Education 310. Measurement and Evaluation (3) Introduction to measurement and evaluation procedures used in physical education. Theory and analysis of the construction, administration, and evaluation of measurement instruments used in physical education. Emphasis on learning to evaluate objectives, program outcomes, and student achievements.

Physical Education 312. Introduction to Teaching Physical Education (3) Advanced instruction in and practice of teaching competencies. Additional emphasis placed on teaching strategies. One and one-half hours of lecture, three hours of activity under supervision. Completion of six of the 211 series in selected activity areas.

Physical Education 315. Aquatics (2) Content designed to familiarize students with techniques and safety practices in life saving, skin and scuba diving, small boating, and synchronized swimming. One hour of lecture, two hours of activity.

Physical Education 316. Lifesaving and Water Safety (2)

A course designed for students who wish to increase their awareness of water hazards and accident prevention, in, on, and around the water. Students who enroll should be reasonably proficient in the front crawl stroke, the breaststroke and the side-stroke. They should be able to tread water for 3–5 minutes and swim one-quarter mile nonstop.

Physical Education 317. Water Safety Instructors (3) A course designed for students who want to learn to teach a variety of swimming and lifesaving courses.**Physical Education 330. History of Sport (3)** Examination of the relationship between historical pattern and change and the status, relevancy and acceptance of sport, with emphasis on Western tradition. Lecture and discussion.**Physical Education 350. Coaching Series (2)** Selected study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis on practice and event preparation, individual and team fundamentals, offensive and defensive techniques, strategies, motivation, training and conditioning, and program administration and evaluation. Lecture, discussion, and participation.

Physical Education 350.001. Theory and Practice of Coaching Competitive Swimming

Physical Education 351. Theory and Practice of Coaching Softball

Physical Education 352. Theory and Practice of Coaching Basketball

Physical Education 353. Theory and Practice of Coaching Football

Physical Education 354. Theory and Practice of Coaching Tennis

Physical Education 355. Theory and Practice of Coaching Track

Physical Education 356. Theory and Practice of Coaching Volleyball

Physical Education 357. Theory and Practice of Coaching Wrestling

Physical Education 358. Theory and Practice of Coaching Field Sports for Women

Physical Education 359. Theory and Practice of Coaching Golf

Physical Education 362. Sports Officiating (2) Theory and practice of officiating sports in programs in the schools. Lecture, demonstration, and practice leading to certification or local rating. Modules of instruction selected from the following: basketball, volleyball, softball/baseball.**Physical Education 370. Advanced Coaching Series (2–5)** Advanced study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis on practice and event preparation, individual and team fundamentals, offensive and defensive techniques, strategies, motivation, training and conditioning, and program administration and evaluation. Lecture, discussion, and participation. Prerequisite: Permission of instructor.

Physical Education 371. Advanced Coaching Techniques in Softball

Physical Education 372. Advanced Coaching Techniques in Basketball

Physical Education 373. Advanced Coaching Techniques in Football

Physical Education 374. Advanced Coaching Techniques in Tennis

Physical Education 375. Advanced Coaching Techniques in Track

Physical Education 376. Advanced Coaching Techniques in Volleyball

Physical Education 377. Advanced Coaching Techniques in Wrestling

Physical Education 378. Advanced Coaching Techniques in Field Sports for Women

Physical Education 379. Advanced Coaching Techniques in Competitive Swimming

Physical Education 392. Exercise Rehabilitation in Athletic Training (3) The design, development and application of exercise programs for rehabilitation of athletic injuries.**Physical Education 394. Internship in Athletic Training (1)** Practical experience 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 and discussion.**Physical Education 405. Motor Development** A study of the relationship between physical growth, motor development and motor performance of individuals from infancy through adolescence, with emphasis on age and sex differences. Lecture and discussion.**Physical Education 410. Movement Education** A study of growth and development, large muscle activity, movement exploration, rhythms and self-testing as they related to the total learning of the elementary school child. Emphasis is placed on the preparation of teacher candidates for instruction in movement education.**Physical Education 412. Teaching Physical Education in the Elementary School (2)** This course is designed to provide the elementary school teacher with fundamental understandings of the purposes of physical education, rationale for activity selection, strategies for teaching basic movement skills and group play activities appropriate for grades Kindergarten through sixth. Additionally, innovative and contemporary trends in curriculum will be presented (i.e., perceptual-motor training, 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.

Teacher Education Department

Physical Education 420. Sport Sociology A study of the relation of play, sport and physical activity to social process, function and structure, through the use of sociological concepts. Lecture and discussion.

Physical Education 430. Women in Sport A multidisciplinary analysis of the problems, patterns, and processes associated with the sport involvement of women in our culture. Reflects changing trends in education and society, including current legislation and feminist ideas. Students of both sexes are welcome to participate.

Physical Education 435. Recreation and Leisure Services An orientation to the field of recreation and leisure services, including an overview of the history and development of the recreation profession.

Physical Education 440. Recreational Leadership An examination of the theoretical and philosophical basis for leadership roles, social dynamics, and participation in recreation activities, planning, implementing, financing, staffing, supervising, and evaluating organized systems of recreation.

Physical Education 441. Community Recreation An examination of the history and social determinants of the recreation movement in the United States. Lecture, discussion and observation.

Physical Education 450. Recreational Programming, Management of Areas and Facilities A study of basic principles and practices in organization, supervision, promotion, and evaluation of various types of recreation programs, including methods and materials used in planning and conducting organized recreation programs in public and private agencies.

Physical Education 470. Administration of Physical Education and Athletic Programs (3) Topics include curriculum, facilities, budget, personnel selection and problems, evaluation, scheduling, legal questions, intramurals, recreation and related items in secondary school programs. Prerequisite: Major or minor in Physical Education or permission of the instructor.

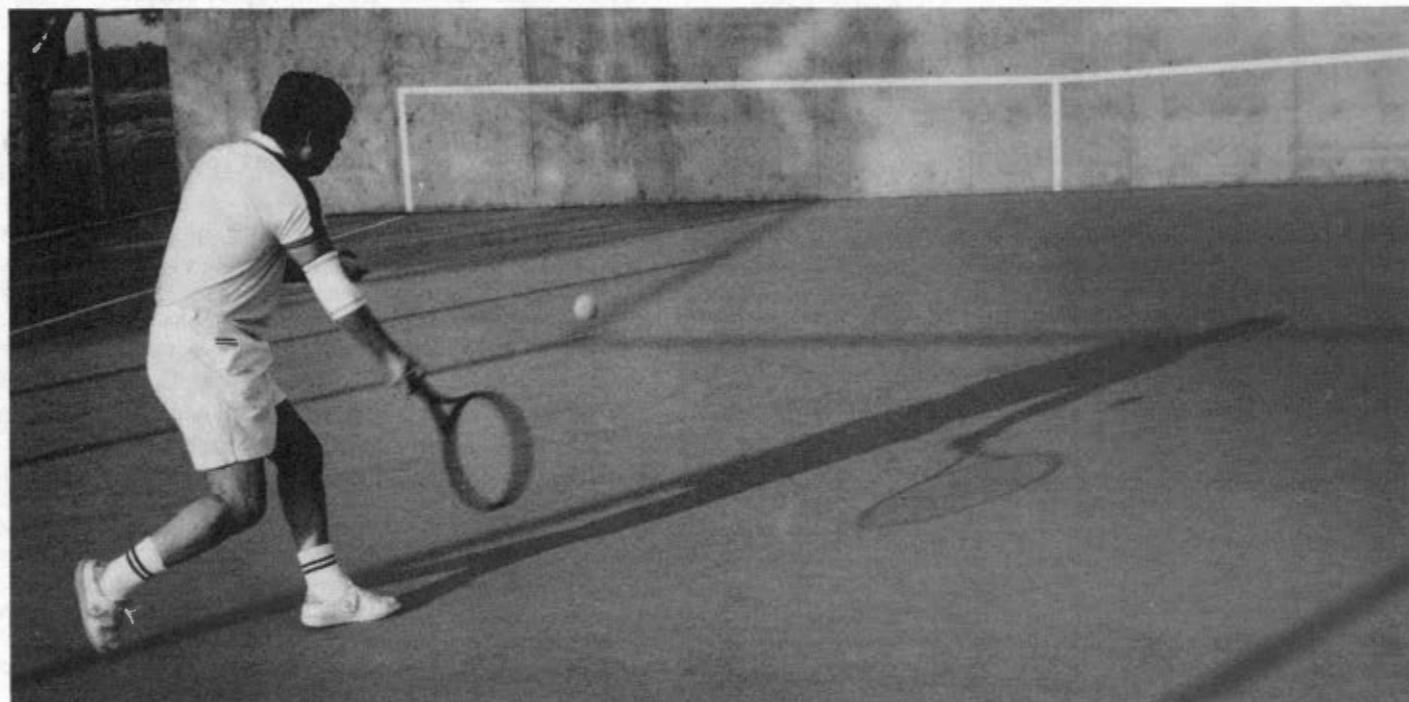
Physical Education 480. Sport Psychology Perception, motivation and emotion in relation to physical activities. Personality types and activity selection; relationships and interactions between coaches and players. The psychology of competition. Lectures and discussions.

Physical Education 490. Senior Seminar in Physical Education (5) A terminal integrating course dealing with the nature of the discipline with particular emphasis on the relationship between physical education and the student's minor field of study. Prerequisite: Senior major or permission of the instructor.

Physical Education 492. Advanced Athletic Training 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) Admission with consent of the department chair and the dean of the School of Education. Discussion and a terminal project.



TEACHER EDUCATION DEPARTMENT

(DDH CC205 664-3134)

Chair: C. Miller

Faculty: D. Barone, C. Barrentine, R. Brie, A. Garcia, R. Hughes, M. Ice, L. Kellenberger, D. Moody, J. O'Connor, 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 options in the M.A. in Education degree and the specialist credential in Reading.

BASIC CREDENTIAL PROGRAMS

1. Multiple Subject Credential
2. Single Subject Credential

In July, 1973, the university was granted approval to offer credential programs under the Teacher Preparation and Licensing Law of 1970 (The Ryan Act). Under this program a person may complete the requirements for: (a) the "Single Subject" credential which authorizes the holder to provide instruction in that subject in California schools in preschool, kindergarten, and in grades 1 to 12 inclusively; and/or (b) the "Multiple Subject" credential which authorizes the holder to provide instruction in any self-contained classroom in the preschool, kindergarten, and grades 1 to 12 inclusively.

NOTE: The Commission on Teacher Credentialing shall waive the subject matter examination requirement for graduates of California State University, Bakersfield who hold subject matter degrees approved by the Commission as waiver programs. (For specific degree, see major department.)

Students who transfer from other California colleges must have completed a waiver program at the college from which they earned their degree, or they will be required to pass the appropriate National Teachers Examination (NTE) or complete a CSB waiver program. In addition, they must meet the required prerequisites to the program.

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 Credentials Office of the School of Education. (DDH BB210, 664-3074)

Approved Single- and Multiple-Subject-Degree Waivers

The following table includes a cross-listing of the degree majors approved by the Commission on Teacher Credentialing for degree examination waiver purposes for each credential:

Credential	Degree Major	See Page
Multiple Subjects:		
Child Development	BA-Child Development	86
Liberal Studies	BA-Liberal Studies	89
Single Subject:		
Art	BA-Fine Arts	121
Business Education	BS-Business Administration	
English	BA-English	112
English/Drama	BA-Fine Arts Theatre	
Foreign Languages	BA-Spanish	130
Music	BA-Fine Arts	121
Physical Education	BS-Physical Education	211
Adapted Physical Education	BS-Physical Education	211
Mathematics	BS-Mathematics	139
Physical Science	BS-Physics	155
Life Science	BS-Chemistry	103
Social Sciences	BS-Biology	100
History	BA-Anthropology	170
Government	BA-Economics	109
	BA-Political Science	160
	BA-Psychology	165
	BA-Sociology	170
	BA-History	134
	BA-History	134
	BA-Political Science	160

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. Applicants must enroll in the appropriate subject matter assessment course. The course has two prerequisites. First, the applicants must have completed an approved waiver program or passed the NTE. Second, CSUB students must have a 2.00 or higher GPA.

National Teacher Examination (NTE)

Students may elect to demonstrate subject-matter competency by passing the NTE rather than by completing one of the above approved subject-matter waiver programs. Students who already hold a baccalaureate degree that is not an

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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 does not eliminate the requirement to complete a credential program.

Admission to Basic Credential Programs

A student must be admitted to the University in order to make application to the professional teacher education and credential program. Before being permitted to enroll in a credential program, the student must have made formal application, been screened according to established criteria, and been formally admitted to teacher education through the School of Education. Students may apply as early as the last quarter of their sophomore year or any time thereafter. Students may be required to complete 15 quarter units at CSUB before being fully admitted to the program.

Students may begin the Single Subject program in spring quarter by taking Early Field Experience and General Methods. Applicants should apply by January 15. Students may start fall quarter with permission.

Students may begin the Multiple Subject program in fall, winter, or spring quarters. Applications for fall quarter must be on file in the Student Teaching Office by April 9, for winter by September 18, and for spring by January 11.

A committee will review information concerning the applicant's intellectual resources, command of fundamental skills of communication, scholarship, personality and character suited to teaching, many-sided interests, health, and relevant experiences. Detailed information concerning the criteria and the procedures for admission must be obtained in the Student Teaching Office (DDH BB 209).

Curricular Sequence for Credential Candidates

Multiple Subject

There is a curricular sequence for a student to follow to fulfill the requirements for a credential at this institution.

Admission Requirements

Pass the California Basic Educational Skills Test (CBEST).

Earned a GPA which places the student in the upper half of undergraduate students in the candidate's discipline division (area of degree work).

Completed the following courses or their equivalent.

ED-EL 240 Early Field Experience in the Elementary School/or equivalent experience

Math 320 An Introduction to Number Systems

Math 321 Elements of Geometry, Probability and Statistics

Upper Division Writing Competency

ED-EL 400 Subject Matter Assessment and the Multiple Subject Credential Program

PED 412 Teaching Physical Education in the Elementary School

The course sequence for students wishing to receive a credential to teach in the elementary schools in California or in

		a multiple subjects classroom in pre-school, kindergarten, or grades 1 through 12 is as follows:
Phase I	ED-EL 411.001	Educational Psychology
	ED-EL 411.002	Introduction to Teaching
	ED-EL 422.001	Multiple Subject
	ED-EL 422.002	Curriculum and Instruction of Elementary Language Arts
	ED-EL 423	Curriculum and Instruction of Elementary Mathematics
	ED-EL 308	Teaching Reading in the Elementary School I
Phase II	ED-EL 401	Laboratory Experience—Multiple Subject
	ED-EL 424	Classroom Organization, Management, and Discipline
	ED-EL 433.001	Teaching Reading in the Elementary School II
	ED-EL 441.001	Curriculum and Instruction of Elementary Social Studies
	ED-EL 441	Seminar: Student Teaching
Phase III	ED-EL 433.002	Multiple Subject I
	ED-EL 442.001	Student Teaching Multiple Subject I
	ED-EL 442	Curriculum and Instruction of Elementary Science
	ED-EL 442.001	Seminar: Student Teaching
	ED-EL 442	Multiple Subject II
	ED-EL 442	Student Teaching Multiple Subject II

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.

Phase IV Fifth year requirements and electives as necessary to complete the professional and credential programs.

Bilingual Emphasis Program

The Bilingual Emphasis Program is administered by the School of Education in cooperation and consultation with departments in the School of Arts and Sciences. To complete the Bilingual Emphasis Program students major in Liberal Studies (p. 95) or Child Development (p. 91) and then satisfy the following supplementary requirements:

1. Mastery at the Spanish 202 level or scoring at the F.S.I. level II of the CSB Bilingual Competency Assessment is required. Several Spanish courses at the 100 and 200 level are available and will assist those students who need the exposure before taking the CSB Bilingual Competency Assessment.
2. F.S.I. entry level II (40%) on the CSB Bilingual Competency Assessment for written knowledge of the Chicano/Hispanic Culture.
3. Bilingual Emphasis students are *required* to enroll in at least ten (10) units of Upper Division (over 300) Spanish courses.

The Department of Foreign Languages has several upper division Spanish courses. The following are recommended:

Spanish 303 Introduction to Hispanic-American Literature

Spanish 311	Advanced Spanish Grammar
Spanish 320	Hispanic-American Culture & Civilization
Spanish 409	Advanced Spanish Syntax
Spanish 412	Introduction to Linguistics
Spanish 413	Contrastive Structures of Spanish and English
Spanish 415	Workshop in Translation
Spanish 416	Contemporary Hispanic-American Poetry
Spanish 419	The Contemporary Hispanic-American Novel
Spanish 420	Southwest Spanish
Spanish 422	Children's Literature in Spanish
Spanish 424	Culture and Civilization of Mexico and the Chicano/Mexican Americans
Spanish 425	Chicano Literature
Spanish 426	Southwest Hispanic Folklore

*4. Bilingual Emphasis students are *required* to enroll in at least ten (10) units of Chicano Studies. The following courses are recommended:

History 468	The Chicano Experience
INST 486	Educational Anthropology
Sociology 333	Mexican Americans in Contemporary Society
Behavioral	
Science 327	Race and Ethnic Relations
Behavioral	
Science 351	Social Psychology of the Ghetto/Barrio
Spanish 420	Southwest Spanish
Spanish 424	Culture and Civilization of Mexico and the Chicano/Mexican-American
Spanish 425	Chicano Literature
Spanish 426	Southwest Hispanic Folklore

*5. Bilingual Emphasis Students are *required* to enroll in at least one five (5) unit linguistics course. The following are recommended:

Spanish 412	Introduction to Linguistics
Spanish 413	Contrastive Structures of Spanish and English
Spanish 420	Southwest Spanish
English 319	Structure of English
English 415	Introduction to Linguistics

*6. Bilingual Emphasis students are *required* to enroll in at least one five (5) unit Cultural Anthropology course. The following are recommended:

INST 486	Educational Anthropology
ED-BI 505	Cross-Cultural Education
Anthropology 320	Culture and Communication
Anthropology 333	Culture and Environment
Anthropology 353	Peoples of Mexico
Anthropology 354	Mexican Folk Dance: An Introduction to the Ethnology of Dance

* Please note that the Bilingual Emphasis requirements within the four areas (Spanish, Chicano Studies, Linguistics, and Cultural Anthropology) can be fulfilled in many cases by one course found within two areas.

7. Once officially admitted and before entering student teaching at CSB students must complete:

ED-BI 475	Teaching the Bicultural Student, and
ED-BI 476	Introduction to Teaching English as a Second Language

Recommended for junior or senior year.

8. During Phase III of the credential program, official Bilingual Emphasis students must student teach within a bilingual classroom and be supervised by a bilingual supervisor.
9. After completing the student teaching experience, students must be reassessed for written and oral Spanish Language knowledge plus the written knowledge of Chicano/Hispanic culture and pass both assessments with a level of "three" (60%).

Once Bilingual Emphasis students are admitted into the Multiple Subject Preliminary Credential program, specific courses that are part of the curricula sequence will be required and will be in place of those offered for non-bilingual emphasis students.

Curricular Sequence for Bilingual Emphasis Credential Candidates

Bilingual Emphasis students are required to enroll in either ED-BI 540.001, Observation and Participation in Bilingual/Cross-Cultural Education or have the equivalent experience.

Phase I	ED-EL 411.001	Educational Psychology
	ED-EL 411.002	Introduction to Teaching Multiple Subject
	ED-EL 422.011	Curriculum and Instruction of Elementary Bilingual Language Arts (Bilingual Emphasis only)
	ED-EL 422.002	Curriculum and Instruction of Elementary Mathematics
Phase II	ED-EL 423	Teaching Reading in the Elementary School I
	ED-EL 308.010	Multiple Subject Laboratory Experience for Bilingual Emphasis Students
	ED-EL 401	Classroom Organization, Management and Discipline
	ED-EL 424.010	Teaching Reading in Bilingual Elementary School Settings II
Phase III	ED-EL 433.001	Curriculum and Instruction of Elementary Social Studies
	ED-EL 441.001	Seminar: Student Teaching Multiple Subject I
	ED-EL 441	Student Teaching Multiple Subject I
	ED-EL 433.002	Curriculum and Instruction of Elementary Science
Phase IV	ED-EL 442.001	Seminar: Student Teaching Multiple Subject II
	ED-EL 442	Student Teaching Multiple Subject II (within a Bilingual/Cross-Cultural classroom)

Changes are occasionally made in course units, numbers and content. Students must check with the student teaching office for specific program requirements.

Phase IV Electives as necessary and desired to complete professional and credential programs.

Curricular Sequence for Credential Candidates Single Subject

The following is the curricular sequence for a student to follow to fulfill the requirements for a single subject credential at this institution:

Admission Requirements

Pass the California Basic Educational Skills Test (CBEST)

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		Earned a GPA which places the student in the upper half of undergraduate students in the candidate's discipline division (area of degree work)
	ED-SE 241	Early Field Experience in the Secondary School/or equivalent experience
		Upper Division Writing Competence or appropriate course and grade
Phase I		Completed subject matter waiver
	ED-SE 400	Subject Matter Assessment and the Single Subject Credential Program
	ED-SE 412	Introduction to Education and Teaching
Phase II	ED-SE 426	General Methods and Educational Technology
	ED-SE 427	Teaching Reading in Secondary Schools (with field laboratory component)
	ED-SE 426.00	Special Methods and Resources in the Major Subject Area
Phase III	ED-SE 413	Managing and Assessing the Learning Process
	ED-SE 446	Student Teaching and Field Experiences (with seminar) Grades 7, 8, and/or 9
	ED-SE 447	Student Teaching and Field Experiences (with seminar) Grades 10, 11, and 12

Phase I courses will be offered every quarter after 3:30 p.m. Special methods will be taught winter only until Spring 1991. Students may not go to Phase II until they have completed Phase I. Students may begin the single subject credential program fall, winter, or spring quarters.

Student teaching requirements are 300 hours at two levels (grades 7, 8, and/or 9 and 10, 11, and/or 12).

NOTE: It is recommended that students complete ED-SE 241 and ED-SE 400 before Phase I. However, they may be completed with Phase I courses. Phase I courses are a prerequisite for student teaching.

Student Teaching

Students seeking the Multiple Subject credential will be expected to enroll in student teaching for two consecutive quarters. Students seeking the Single Subject credential must enroll in student teaching for three consecutive quarters.

Candidates planning to engage in student teaching must keep their schedules free of other commitments during the hours of the day that the public schools are in operation.

Students who are enrolled in a full complement of student teaching and course work are expected to limit their outside responsibilities during those quarters when they are student teaching. Students under a clear hardship because of this limitation can submit a petition to the department chair setting forth the circumstances and requesting a waiver of this requirement.

Student teaching will be arranged so that candidates will have teaching experience on at least two levels and in a cultural setting substantially different from their own.

The normal pattern of student teaching in the Single Subject program involves an initial assignment of one quarter in a junior high school and of a complete calendar semester in a

senior high school. The Multiple Subject program involves two assignments, one in the primary grades and one in the intermediate grades.

Fifth-Year Program

To obtain a clear Single Subject or Multiple 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. A maximum of 15 extension or transfer units may be allowed; however, additional units may be approved through a petition process.
3. Students must have a GPA that indicates they are from the upper half of undergraduate students in their degree area. See Student Teaching Office for specific GPA requirements.
4. Fifth-Year Program Requirements: Select at least one course (or equivalent) from the first four of the following categories:
 - a. Educational Foundations: Historical, Philosophical, Social ED-CI 516, ED-CI 548, ED-CI 610, ED-CI 615
 - b. Psychological Foundations of Education ED-CI 511, ED-EC 412, ED-EC 413, ED-EC 514
 - c. Curriculum and Instruction ED-CI 520, ED-CI 530, ED-CI 531, or any advanced course in curriculum or instruction in a candidate's subject area
 - d. Special Education ED-SP 501*
 - e. Technology and Education ED-CI 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 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**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):

- ED-RD 518 Development, Assessment and Evaluation of Reading Programs
- ED-RD 519 Survey of Research in Reading
- ED-RD 526 Diagnosis and Correction of Reading Problems
- ED-RD 546 Practicum in Diagnosis and Correction of Reading Problems
- ED-RD 558 Reading in Elementary, Middle, and Secondary Schools
- ED-RD 559 Field Experience in Reading
- ED-RD 598 Linguistics and Reading
- ED-RD 599 Seminar in Reading

Select one course from the following:

- ED-RD 585 Children's Literature
- ED-RD 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.

Reading

The concentration in reading is available for post-baccalaureate students who have an interest in further refinement of their professional skills and knowledge in the area of reading, elementary or secondary. All applicants for the graduate concentration in reading must also qualify for an official teaching credential. Work toward the M.A. in reading may be closely articulated with the Reading Specialist Credential as designed by standards of the Commission on Teacher Credentialing (CTC) to meet the requirements of the Ryan Act.

Requirements for the M.A. Degree Concentration in Curriculum and Instruction**Prerequisite:**

A valid basic teaching credential

Core:

- ED-RS 680.001 Educational Statistics
- ED-RS 680.002 Research Design and Analysis in Education

Concentration (14 units):

- ED-CI 516 Foundations of American Education
- ED-CI 520 Modern Instructional Strategies
- ED-CI 530 Curriculum Theory and Development

Select one of the following:

- ED-CI 511 Advanced Educational Psychology and Learning Theory

ED-EC 412 Growth and Development of Children

ED-EC 413 Adolescent Growth and Development

Elective courses for areas of emphasis (minimum of 20 units—see advising sheet)

Culminating Activity (select one):

- ED-CA 690 Master's Thesis in Education
- ED-CA 691 Master's Project in Education
- ED-CA 692 Master's Examination in Education

Requirements for the M.A. Degree Concentration in Reading

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:

- ED-RS 680.001 Educational Statistics
- ED-RS 680.002 Research Design and Analysis in Education

Concentration (minimum of 34 quarter units):

- ED-RD 519 Survey of Research in Reading
- ED-RD 526 Diagnosis and Correction of Reading Problems
- ED-RD 546 Practicum in Diagnosis and Correction of Reading Problems
- ED-RD 558 Reading in Elementary, Middle, and Secondary Schools
- ED-RD 598 Linguistics and Reading
- ED-RD 599 Seminar in Reading

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Select one course from the following:

- ED-RD 585 Children's Literature
- ED-RD 586 Adolescent Literature

Culminating Activity:

- ED-CA 690 Master's Thesis in Education
- ED-CA 691 Master's Project in Education
- ED-CA 692 Master's Examination in Education

CULMINATING ACTIVITY

ED-CA 690. Master's Thesis in Education (2-5) A carefully designed review of the research literature and findings of a selected field of interest in education leading to a novel synthesis of original insights as contributions to graduate scholarship. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a Culminating Activity Committee (CAC**)

ED-CA 691. Master's Project in Education (2-5) Design and implementation with a written report of a field research, internship, or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalents. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of Culminating Activity Committee.**

ED-CA 692. Master's Examination in Education (2-5) Study and examination in depth of a specific area of concentration in Education; form of the examination to be determined by a CAC.** Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a CAC.**

CURRICULUM AND INSTRUCTION

ED-CI 376. American Education and the School An introduction to American education and the school. Understandings regarding the basic economic, political, historical, philosophic, and social factors that have influenced and continue to shape public education will be investigated and developed. Prerequisite: teaching credential or permission of instructor.

ED-CI 482. Technology and Education (3) An examination of how a broad range of technological innovations has evolved and impacted upon operational systems and personal behaviors in education. Focus on theory and practice of such "high tech" devices as motion-picture projectors, video-tape recorders, video-disc or tape players, sound-image synthesizers, electronic calculators, word processors and microcomputers. Ethical issues regarding their use are considered. Prerequisite: teaching credential or permission of instructor.

ED-CI 484. Instructional Technology (2) Students will gain knowledge in utilizing visual and auditory aids in teaching, and develop skills in producing audiovisual materials and operation of audiovisual equipment in order to enhance the overall instructional process. Special attention will be given to instructional materials development, instructional values of educational media and materials, and hands-on experience with electronic media. Prerequisite: teaching credential or permission of instructor.

ED-CI 510. Measurement and Evaluation The functions of measurement and evaluation; concepts of test theory, construction, and interpretation, including evaluation of classroom learning and study of typical tests in aptitude, achievement, interest and personality areas. Prerequisite: teaching credential or permission of instructor.

ED-CI 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.

ED-CI 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.

ED-CI 520. Modern Instructional Strategies (3) An examination of various instructional models, including information processing, social interaction, personal development and operant conditioning. Theory and research in the development, selection, implementation and evaluation of instructional models. Prerequisite: teaching credential or permission of instructor.

ED-CI 525. The Gifted, Talented and Creative Child This course introduces students to basic terminology, theories, and general approaches to education related to gifted, talented and creative children. The focus will be on the nature and needs of these children. Prerequisite: teaching credential or permission of instructor.

ED-CI 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.

ED-CI 528. Music Education in the Elementary School The place and function of music in the elementary school curriculum. Selection, discussion, and analysis of musical materials including state texts; planning activities that enable children to develop appreciation, skills, and understanding of the music content. Prerequisite: Permission of instructor. Prerequisite: teaching credential or permission of instructor.

ED-CI 530. Curriculum Theory and Development (3) Current and traditional theories of curriculum, including general organizational patterns, course patterns, and methods of effecting curriculum change; relies upon historical models. Prerequisite: teaching credential or permission of instructor.

ED-CI 531. Curriculum Evaluation (3) Procedures, materials, and problems in the evaluation of school curricula and programs. Prerequisite: teaching credential or permission of instructor.

ED-CI 532. Concepts of Science Education (3) Differentiation of the concepts of science education appropriate to learning and teaching science at the elementary and secondary levels. Prerequisite: teaching credential or permission of instructor.

ED-CI 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.

ED-CI 535. Special Problems in Science Education Special research problems in science education including pilot studies, curriculum, methodologies, and the nature of science. (Laboratory based) Prerequisite: teaching credential or permission of instructor.

ED-CI 535.001. Science Laboratory Experiences with Children Graduate students are involved in the design and application of instructional strategies for teaching children science. Course experiences are focused on the processes of science in

the development of laboratory experiments with children. Prerequisite: teaching credential or permission of instructor.

ED-CI 536. Special Problems In Mathematics Education

(3) Instruction in mathematical concepts related to specific problems in mathematics and education; development of curricular units related to the problem under investigation. May include research problems in mathematics education, including pilot studies, curriculum methodologies, and the nature of mathematical learning. Prerequisite: teaching credential or permission of instructor.

ED-CI 537. The Nature of Science and Implications for

Science Teaching (3) Designed to illustrate the relationship between the nature of science and science teaching. A specific amount of time devoted to developing understanding of the differences between scientific inquiry and inquiry as a strategy of teaching. An additional primary purpose of the course is to bring the science teacher to understand the peculiar, and perhaps unique, structures within which facts and ideas of science fit. Emphasis placed upon how this information affects methodology, curriculum, and the structure of specific courses in science. Prerequisite: teaching credential or permission of instructor.

ED-CI 539. Physical Education In the Elementary Schools

(3) Examination of the place and function of physical education in the elementary school curriculum; analysis of growth and development patterns; learning and motor development; instructional strategies, methodology, materials and evaluation procedures. Focuses on an understanding of the relationship of physical and motor development to the total learning experience of the child. Prerequisite: teaching credential or permission of instructor.

ED-CI 541. Study Abroad: Comparative (1-5) Conducted on an independent project basis to follow previous comparative studies of educational practices in foreign countries which included seminars, lectures and school visitations. Prerequisite: teaching credential or permission of instructor.

ED-CI 548. Education as a Profession (3) Designed to provide experiences for graduate students that will develop their knowledge and understanding of professional: (1) standards; (2) preparation; (3) autonomy; (4) ethics; (5) organizations; (6) certification and licensure; and (7) collective bargaining. The course focuses on background, issues, and the completion of assignments in each content area. Prerequisite: teaching credential or permission of instructor.

ED-CI 549. Diagnosis and Remediation of Learning Problems in Mathematics Diagnosis, analysis, and remediation procedures to assist children who have problems in learning mathematics. Involves work with children, relating applicable theories of learning and instruction to mathematics teaching and learning, diagnosing children's difficulties through the use of standardized and teacher-made tests and observations, analysis and remediation through the use of manipulative and other materials. Prerequisite: teaching credential or permission of instructor.

ED-CI 550. Social Studies in Elementary School Surveys objectives and the foundation of the discipline of social studies; offers a variety of organizational and planning approaches for a program, variety of learning experiences, instructional strategies and methods, areas of skill development, means of providing for individual differences; treats the affective domain, the role of current affairs, a variety of resources available, and evaluation procedures. Prerequisite: teaching credential or permission of instructor.

ED-CI 551. Teaching English In the Secondary Schools

(3) Examines how linguistics and language acquisition relate to the teaching of English in the secondary school. The course focuses on research and methodology related to language and language teaching. Prerequisite: teaching credential or permission of instructor.

ED-CI 553. Language Arts In the Elementary School (3)

Methods and materials of instruction in the language arts area in the elementary school; includes writing, listening, speaking skills, and spelling. Prerequisite: teaching credential or permission of instructor.

ED-CI 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.

ED-CI 580. Research In Elementary Science Education

(3) Examination of researches on processes in elementary science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: consent of instructor. Prerequisite: teaching credential or permission of instructor.

ED-CI 581. Research in Secondary Science Education (3)

Examination of researches on processes in junior and senior high school science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: teaching credential or permission of instructor.

ED-CI 588. Education and Ethnic Diversity A sociological-psychological survey of the disadvantaged and their relations with the schools. Analysis of inherent problems: motivation, communication, English as a second language. Prerequisite: teaching credential or permission of instructor.

ED-CI 591. Problems in Early Childhood Education and Elementary Education (1-5) Repeatable with different topics. In-depth study of various areas in early childhood and elementary education. Prerequisite: teaching credential or permission of instructor.

ED-CI 592. Problems in Secondary Education (1-5) Repeatable with different topics. In-depth study of various areas of secondary education. Prerequisite: teaching credential or permission of instructor.

ED-CI 594. Seminar in Inservice Education (1-5) Repeatable with different topics. Special programs in inservice education. Prerequisite: teaching credential or permission of instructor.

ED-CI 595. Recent Developments in Education (1-5) An examination of significant developments in education. Presentation of recent research and ideas. Repeatable with different topics. Prerequisite: teaching credential or permission of instructor.

ED-CI 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.

ED-CI 604. Special Topics in Education (1-5) Varying and repeatable special topics in elementary, junior high, and secondary education. Special investigations into specific areas and problems. Prerequisite: teaching credential or permission of instructor.

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ED-CI 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.

ED-CI 611. Sociological Foundations of Education (3)

Applications of insight derived from the social sciences to principles and practices of education. Prerequisite: teaching credential or permission of instructor.

ED-CI 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.

ED-CI 615. Comparative Education (3)

Education patterns of various countries. The history, development, and current status of systems of education in different cultural settings. Prerequisite: teaching credential or permission of instructor.

EDUCATIONAL RESEARCH

ED-RS 680.001. Educational Statistics (4)

The application of statistics including computerized statistical packages, in educational research; descriptive and inferential statistics, parametric and non-parametric statistics, types of data; uses and misuses of statistics. Prerequisite: The equivalent of at least one year of algebra is recommended.

ED-RS 680.002. Research Design and Analysis in Education (3)

An analysis of different types of research designs employed in research in education. Students will design projects that are based on an extensive review of the literature, hypotheses proposal and testing, proper sampling techniques, and selection of appropriate statistical methods for data analysis. Prerequisite: ED-RS 680.001.

ED-RS 683. Research in Elementary Curriculum and Instruction (3)

Review and analysis of specific, topical researches in elementary curriculum and instruction; critical examination of selected literatures. Prerequisites: admission to conditional graduate standing in Education.

ED-RS 684. Research in Secondary Curriculum and Instruction (3)

Review and individual study of topical researches in secondary curriculum and instruction. Critical examination of selected literatures. Prerequisites: admission to conditional graduate standing in Education.

ED-RS 687. Research in Physical Education (3)

Review and analysis of specific, topical researches in physical education; critical consideration of selected literatures. Prerequisites: admission to conditional graduate standing in the School of Education and consent of instructor.

GENERAL EDUCATION

ED-GE 250. Beyond Literacy: Speaking, Listening, and Reading

This course focuses on what it means to be a literate college student in terms of three basic communication skills: speaking, listening, and reading. An emphasis is placed on helping students explore and develop their skills in communication. Speaking more clearly, listening more precisely, and reading more effectively will support and sustain the student's efforts in other college courses and work.

INDIVIDUAL STUDY

ED-IS 496. Internship In Education (1-5)

Involves an assignment with an educational or community agency with placement and supervision by a department in the School of Education. The assignment and coordination of the work project with conferences and readings, as well as course credits, evaluation,

and grading are the responsibility of the faculty instructor, working with the field supervisor. Credit, no-credit grading. The course may not be used as the equivalent of any portion of student teaching.

ED-IS 497. Cooperative Education (1-5)

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

ED-IS 499. Individual Study (1-5)

Admission with consent of dean, School of Education.

ED-IS 699. Individual Study (1-5)

Admission with prior approval and consent of the advisor, department chair, and dean, School of Education.

MULTIPLE SUBJECT

ED-EL 240. Early Field Experience in the Elementary School (2)

Observation and participation in an elementary school classroom. Designed to provide the prospective elementary teacher with a frame of reference for further work and study in the profession. Offered on credit, no-credit basis only. Prerequisite to Multiple Subject credential program.

ED-EL 308. Laboratory Experience—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 one or more courses in Phase I.

ED-EL 308.010. Multiple Subject Laboratory Experience for Bilingual Emphasis Students (1)

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.

ED-EL 400. Subject Matter Assessment and the Multiple Subject Program (3)

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.

ED-EL 401. Classroom Organization, Management, and Discipline (2)

An examination of various classroom organization structures; management techniques of instruction, students, space, time, and resources; models to deal with discipline in the classroom. Theory-based effective application of a variety of approaches will be emphasized.

ED-EL 411.001. Educational Psychology (2)

Introduction to educational psychology. Content includes child growth and development, educational learning theories, and application in the elementary classroom.

ED-EL 411.002. Introduction to Teaching Multiple Subject (3)

A comprehensive course designed to prepare the student for student teaching. Includes social foundations within a multi-

cultural school setting, self-awareness, multicultural awareness, school law and bilingual education legislation, objectives and planning, creativity, art education, audiovisual competency, and interpersonal communication skills within bilingual and non-bilingual settings.

ED-EL 422.001. Curriculum and Instruction of Elementary Language Arts (2) Provides knowledge of skills, methods, and materials of language arts curriculum and instruction. Includes diagnosis and prescription of student needs.

ED-EL 422.011. Curriculum and Instruction of Elementary Bilingual Language Arts (2) Provides knowledge of skills, methods, and materials of primary (Spanish) and second language (English) language arts curriculum and instruction. Includes diagnosis and prescription of linguistic minority and bilingual student needs.

ED-EL 422.002. Curriculum and Instruction of Elementary Mathematics (2) Provides knowledge of skills, methods, and materials of mathematics curriculum and instruction. Includes diagnosis and prescription of student needs.

ED-EL 423. Teaching Reading in the Elementary School I (3) Instruction in reading methods and materials in the elementary schools. Includes the teaching of phonics. (Basic credential course.) Prerequisite: ED-EL 240 and admission into the Multiple Subjects program.

ED-EL 424. Teaching Reading in the Elementary School II (2) This course is a continuation of ED-EL 423; includes diagnostic procedures, methods and materials for reading instruction in the elementary schools. (Basic credential course.) Prerequisite: ED-EL 423.

ED-EL 424.010. Teaching Reading in Bilingual Elementary School Settings II (2) This course is a continuation of ED-EL 423. It includes methods for teaching reading in the primary language (L1), and examination of primary language materials, diagnosis, and prescription of reading problems and strategies for facilitating transfer from L1 reading to English reading.

ED-EL 433.001. Curriculum and Instruction of Elementary Social Studies (2) Curriculum, instructional strategies, skills, and materials for teaching the social studies in the elementary school. Includes evaluation and reporting pupil progress.

ED-EL 433.002. Curriculum and Instruction of Elementary Science (2) Curriculum, instructional strategies, and laboratory activities for teaching science in the elementary school. Course experiences are focused on the nature of science relative to science teaching.

ED-EL 441. Student Teaching Multiple Subject I (8) Provides an initial opportunity to apply pedagogical theory and skills in a classroom setting with guidance and assistance from a cooperating teacher and college supervisor. The focus is on curriculum areas of reading, language arts, and mathematics. Scheduled during regular morning school sessions daily. Prerequisite: ED-EL 411, ED-EL 303, and admission by the Multiple Subject program. Corequisite: ED-EL 411.001 and ED-EL 424.

ED-EL 441.001. Seminar: Student Teaching Multiple Subject I (1) Discussion of problems and practices of elementary school teaching. Various topics are examined as appropriate. Individual identification and analysis of teaching problems. Corequisite: ED-EL 441.

ED-EL 442. Student Teaching Multiple 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 college supervisor. This includes all areas of the curriculum as an extension of ED-EL 441 plus social studies,

science, physical education, art, and music. Scheduled during the regular school sessions daily. Prerequisite: ED-EL 441 and admission by the Multiple Subject program. Corequisite: ED-EL 442.001 and ED-EL 433.

ED-EL 442.001. Seminar: Student Teaching Multiple Subjects II (1) Discussion of problems and practices of teaching in the elementary school. Various topics are examined as appropriate. Individual identification and analysis of teaching problems. Corequisite: ED-EL 442.

READING

ED-RD 52.001. Basic Reading Skills I Designed to improve reading comprehension, speed, and vocabulary before or while students undertake courses that involve substantial amounts of required reading. Lecture-discussion and individual laboratory practice each week. Required for students whose English Placement Test scores indicate that they will benefit from special work in reading prior to enrollment in English 100. Offered only on a credit, no-credit basis. Course may be taken for course load credit toward establishing full-time enrollment status, but is not applicable to the baccalaureate degree. May be repeated with instructor's approval.

ED-RD 52.002. Basic Reading Skills II Distinguished from 52.001 by reading grade level (to be determined by instructor). Designed to improve reading comprehension, speed, vocabulary, concentration, and basic study skills before or while students take courses that involve substantial amounts of required reading. Required for students whose English Placement Test scores indicate that they will benefit from special work in reading prior to enrollment in English 100. Offered only on a credit, no-credit basis. Course may be taken for course load credit toward establishing full-time enrollment status, but is not applicable to the baccalaureate degree. May be repeated with instructor's approval.

ED-RD 518. Development, Assessment and Evaluation of Reading Programs (3) 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.

ED-RD 519. Survey of Research In Reading (3) A review and analysis of research in reading with a historical perspective.

ED-RD 526. Diagnosis and Correction of Reading Problems Consideration of the causes of reading disabilities; observation and interview procedures; diagnostic instruments; standardized and informal tests; some materials and methods of instruction. Prerequisite ED-RD 525 or 558 or consent of instructor. A teaching credential is required.

ED-RD 546. Practicum In Diagnosis and Correction of Reading Problems Clinical and laboratory work with students with reading difficulties; case study and reporting; interviewing; applied methods and materials. Prerequisite: ED-RD 526 or consent of instructor. A teaching credential is required.

ED-RD 558. Reading In Elementary, Middle, and Secondary Schools This course examines the reading process as well as the selection, use, and evaluation of materials and methods for teaching reading.

ED-RD 559. Field Experiences in Reading (3) Experience on a school site enabling the student to assume responsibility for developing and/or evaluating reading problems in a school situation. Prerequisite: ED-RD 546 or consent of the instructor.

ED-RD 570. Reading In the Content Areas (3) The student will acquire fundamental knowledge and strategies for teaching

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reading effectively in the content areas for K-12 grades. Prerequisite: ED-SE 427 or ED-EL 423 or consent of the instructor.

ED-RD 585. Children's Literature Selection, analysis and evaluation of literature suitable for children, including program development, standards and methods of teaching.

ED-RD 586. Adolescent Literature Selection, analysis and evaluation of literature suitable for adolescents, including program development, standards and methods of teaching.

ED-RD 597. Development of Inservice Education (3) 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.

ED-RD 598. Linguistics and Reading 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.

ED-RD 599. Seminar in Reading (3) Consideration of topical interests in reading such as trends and futures, professional attitudes toward reading, literacy, culture, language, individual differences, and reading in the workplace.

SINGLE SUBJECT

ED-SE 241. Early Field Experience in the Secondary School (2) Observation and participation in a junior high or senior high school classroom. Designed to provide the prospective secondary teacher with a frame of reference for further work and study in the profession. Offered on credit, no-credit basis only. Prerequisite for admission to Single Subject program.

ED-SE 400. Subject Matter Assessment and 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.

ED-SE 412. Introduction to Education and Teaching Introduces the student to the field of education and teaching profession. The student explores issues in the social foundations of education, curriculum and instruction, self-assessment, cultural awareness, and legal rights and responsibilities. Prerequisite to ED-SE 413 and 446.

ED-SE 413. Managing and Assessing the Learning Process Relates directly to the student's beginning teaching experience and deals with the psychological foundations in the teaching-learning processes, learning theories, adolescent development, and evaluation. Should be taken in Phase II concurrently with ED-SE 426 and 446. Prerequisite: ED-SE 412.

ED-SE 426. General Methods and Educational Technology/Special Methods and Resources in the Major Subject Area (3-5) Performance-based instruction in general methods, and modularized instruction related directly to the student's teaching in his major area. Includes instructional strategies, resources, media, and procedures used in the junior high and secondary schools. Five units required in General Methods and Educational Technology and three units in Special Methods and Resources in the Major Subject Area.

General Methods must be taken before any student teaching.

* Concentrations:

Education 426.001	Art
.002	Business/Distributive Education
.003	English
.004	Foreign Language
.005	Health, Physical Education
.006	Industrial Arts
.007	Journalism
.008	Library Science
.009	Mathematics
.010	Music
.011	Science/Mathematics
.012	Sciences: Physical, Biological
.013	Social Sciences Studies
.014	Speech and Theater
.015	Methods of Interdisciplinary Studies
.016	Vocational Education

ED-SE 427. Teaching Reading in the Secondary School

A course designed to give the student awareness and experience in dealing with the problems of reading encountered in the secondary school. Twenty hours of practicum is required.

ED-SE 440. Microcomputers and Instruction (2) Designed to introduce the student to the theoretical and practical applicability of microcomputers in today's secondary classrooms and instruction. Prerequisite: GSt. 163, 163, equivalent course or permission of instructor.

ED-SE 446. Student Teaching Single Subject I (6) Introductory classroom teaching experience based in the junior high school with guidance and assistance from the cooperating teacher and college supervisor. Designed to promote experiences closely related to the concomitant Phase I course work. Concurrent enrollment with ED-SE 426 and 413.

ED-SE 447. Student Teaching Single Subject II (7) Actual classroom teaching experience based in a high school with guidance and assistance from the cooperating teacher and college supervisor. To satisfy the requirements for ED-SE 447, the student must enroll in ED-SE 448 the following quarter and complete the high school semester assignment. Concurrent enrollment with ED-SE 427. Prerequisite: ED-SE 446.

ED-SE 448. Student Teaching Single Subject III (7) Actual student teaching continuing during a high school semester with guidance and assistance from the cooperating teacher and college supervisor. Concurrent enrollment with ED-SE 440 and 460. Prerequisite: ED-SE 447.

ED-SE 460. Writing across the Curriculum (3) This course introduces the student to the concepts, techniques, and experiences of teaching writing as a process in various content areas taught in the secondary public schools.



Faculty

Faculty Directory 1989-91

Alexander, Johanna A. <i>Senior Assistant Librarian</i> BA, History, California State University, Fresno; MLS, University of California, Los Angeles.	(1982)	Carlisle, Robert <i>Assistant Professor of English</i> BA, University of Washington; MA, International American University; MA, PhD, University of Illinois.	(1987)
Allen, Mary J. <i>Chair and Professor of Psychology</i> AB, PhD, University of California, Berkeley.	(1972)	Carlson, Nils <i>Associate Professor of Education</i> BA, Hartwick College; MS, State University at Oneonta; PhD, University of New Mexico.	(1987)
Arciniega, Tomás <i>President and Professor of Education</i> BS, New Mexico State University; MA, PhD, University of New Mexico.	(1983)	Carrell, Michael <i>Dean of Business and Public Administration, and Professor of Management</i> BA, MBA, University of Louisville; DBA, University of Kentucky.	(1988)
Arvizu, Steven F. <i>Dean of Graduate Studies and Research and Professor of Anthropology</i> BA, Fresno State University; MA, California State University, Sacramento; MA, PhD, Stanford University.	(1984)	Carter, Steven M. <i>Assistant Professor of English</i> BA, University of California, Berkeley; MA, MFA, PhD, University of Arizona.	(1985)
Attaran, Mohsen <i>Professor of Management Science</i> BA, College of Mass Communication; MSM, Northrop University; ABD, Portland State University.	(1984)	Carvajal, Rudy <i>Director of Athletics</i> BA, MA, University of California, Berkeley.	(1972)
Bacon, Leonard <i>Professor of Accounting</i> BE, University of Nebraska; MBA, University of the Americas; PhD, University of Mississippi, CPA (Texas), CMA, CIA.	(1979)	Chaney, Homer C., Jr. <i>Professor of History</i> AB, Dartmouth; MA, PhD, Stanford.	(1970)
Bailey, Nancy <i>Associate Professor of Physical Education</i> BA, State University of Iowa; MA, University of Missouri; EdD, University of North Carolina.	(1974)	Chang, Stephen F. <i>Assistant Professor in Mathematics</i> BS, Tamkang University, Taiwan; MA, Mankato State University; MS, PhD, Iowa State University.	(1984)
Barrentine, Carl D. <i>Assistant Professor of Biology and Teacher Education</i> BA, MS, Central Washington University; DA, Idaho State University.	(1985)	Clark, Henry <i>Assistant Coach of Basketball</i> BS, MS, Eastern Montana University.	(1987)
Bellur, Venkatakrishna "Kris" V. <i>Professor of Marketing</i> BA, Utkal University, India; PhD, Kansas State University.	(1987)	Clark, Stanley E. <i>Chair and Professor of Political Science</i> BA, Colgate University; MA, Pennsylvania State University; PhD, University of Pennsylvania.	(1972)
Betty, L. Stafford <i>Professor of Religious Studies</i> BS, Spring Hill College; MA, University of Detroit; MA, PhD, Fordham University.	(1972)	Coash, John R. <i>Professor of Geology (FERP)</i> AB, Colorado College; MA, University of Colorado; PhD, Yale University.	(1970)
Bicak, Charles J. <i>Associate Professor of Biology</i> BSc, Kearny State College; MSc, The University of British Columbia; PhD, Colorado State University.	(1983)	Cohen, David C. <i>Professor of Psychology</i> BA, Yale University; MA, PhD, Harvard University.	(1973)
Bidgoli, Hossein <i>Professor of Management Information Systems</i> BA, Tehran Business College; MS, Colorado State University; PhD, Portland State University.	(1983)	Cohn, Kim C. <i>Professor of Chemistry</i> BS, Queens College; MS, PhD, University of Michigan.	(1972)
Bilas, Richard A. <i>E. C. Reid Professor of Economics</i> AB, Duke University; PhD, University of Virginia.	(1970)	Cook, Nancy L. <i>Chair and Professor of Nursing</i> BS, MA, PhD, University of Minnesota.	(1972)
Blankenbecler, George <i>Professor of Accounting</i> BS, MA, University of Alabama; PhD, University of Georgia.	(1987)	Cooke, E. David <i>Professor of Education (FERP)</i> AB, MA, EdD, University of California, Los Angeles	(1970)
Blume, F. Duane <i>Professor of Biology</i> AB, Wabash College; PhD, University of California, Berkeley.	(1972)	Corral, Hella M. <i>Professor of Spanish</i> BA, MA, San Diego State University; PhD, University of Southern California.	(1974)
Bowin, Robert B. <i>Chair and Professor of Management</i> BA, University of Portland; MS, Columbia University; PhD, University of Oregon.	(1984)	Craig, Charles <i>Head Coach of Track and Field and Lecturer in Physical Education</i> BA, California State University, Fresno; MA Candidate, Cal-Poly State Univ., San Luis Obispo.	(1972)
Boylan, Richard <i>Assistant Professor of Communications</i> BA, University of Arizona; MA, PhD, University of Iowa.	(1986)	Davis, John Douglas <i>Associate Professor of Music</i> BM, Univ. of Tennessee, Knoxville; MA, Harvard Univ.; PhD, Harvard Univ.	(1982)
Brie, Raymond J. <i>Associate Professor of Elementary/Math Education</i> BA, MA, PhD, Arizona State University.	(1986)	Detwiler, Daniel P. <i>Professor of Physics</i> BA, Swarthmore College; MS, PhD, Yale University.	(1970)
Byrd, Gary W. <i>Associate Professor of English and Communications</i> BA, MA, and PhD, University of Oklahoma.	(1980)	Dietiker, K. Edward <i>Professor of Psychology</i> BA, Oberlin College; BD, Chicago Theological Seminary; MA, University of Chicago Divinity School; PhD, University of Chicago; Licensed Clinical Psychologist, California.	(1972)
Calhoun, George, Jr. <i>Chair, Advanced Educational Studies and Professor of Education</i> BA, MA, Eastern Michigan University; PhD, University of Michigan.	(1973)	Dirkse, John P., III <i>Director, CSB Statistical Consulting Center and Professor of Mathematics</i> BS, University of Wisconsin, Oshkosh; MS, PhD, Purdue University.	(1980)
		Dolkart, Ronald H. <i>Professor of History</i> BA, University of California, Los Angeles; MA, University of California, Berkeley; PhD, University of California, Los Angeles.	(1973)

Faculty

Dorer, Fred H. <i>Vice President for Academic Affairs and Professor of Chemistry</i> BS, California State University, Long Beach; PhD, University of Washington, Seattle.	(1964)	Gavin, Christy <i>Associate Librarian, Reference</i> BA, California State University, Sacramento; MLS, University of Southern California.	(1977)
Douglass, Pat <i>Head Coach of Basketball</i> BA, University of the Pacific.	(1967)	Gelgle, Ray A. <i>Professor of Political Science</i> BS, University of Utah; MA, PhD, University of Washington.	(1970)
Dull, Roy R. <i>Dean of Extended Studies and Regional Programs and Professor of Public Administration</i> BA, University of California, Riverside; MBA, Stanford University; PhD, Claremont Graduate School.	(1970)	George, James H. <i>Asst. Vice President for Academic Affairs; Dean, Undergraduate Studies and Associate Professor of History</i> BA, Westminster College; PhD, University of Wisconsin, Madison.	(1970)
DuPratt, Anita B. <i>Associate Professor of Theatre</i> BA, UCLA; PhD, Univ. of Washington.	(1981)	Gerda, Roberta <i>Associate Professor of Nursing</i> BS, MN, University of California, Los Angeles.	(1983)
Dutton, Melvyn L. <i>Chair and Professor of Chemistry</i> BA, University of California, Riverside; MS, San Diego State College; PhD, University of California, Irvine.	(1971)	Gilliland, Martha J. <i>Professor of Chemistry</i> BS, Louisiana Polytechnic Institute; PhD, Louisiana State University.	(1972)
El-Ansary, Mohamed G. <i>Associate Professor in Mathematics</i> BSc, Cairo University, Egypt; MSc, PhD, Michigan State University.	(1983)	Gobalek, Kenneth <i>Assistant Professor of Biology</i> BS, MA, PhD, University of California, Davis.	(1986)
Erb, Emerson C. <i>Chair and Professor of Accounting; Coordinator, CSB Institute of Accounting</i> BS, MBA, DBA, Indiana University; CPA, Indiana.	(1972)	Goldsmith, Jack <i>Professor of Public Administration</i> BA, MA, University of California, Berkeley; PhD, University of California, Los Angeles.	(1978)
Esteban, Manuel <i>Dean of Arts and Sciences, and Professor of Foreign Languages</i> BA, MA, University of Calgary, Canada; PhD, University of California, Santa Barbara.	(1987)	Granskog, Jane E. <i>Associate Professor of Anthropology</i> BS, Michigan State University, East Lansing; PhD, University of Texas.	(1974)
Evans, Mark O. <i>Chair of Economics; Director, Center for Economic Education; and Professor of Economics</i> BA, New Mexico State University; PhD, University of New Mexico.	(1978)	Graves, Richard W. <i>Professor of Management and MBA Program Coordinator</i> BBA, MBA, University of Texas; DBA, Indiana University.	(1972)
Ewing, Charles B. <i>Assistant Professor of Speech Communications</i> BS, MA, University of Texas at El Paso; PhD, Washington State University.	(1982)	Green, Donald C. <i>Professor of English</i> BA, Carleton College; MA, Miami University; PhD, University of Wisconsin.	(1971)
Falero, Frank, Jr. <i>Professor of Economics and Finance</i> BA, University of South Florida; MS, PhD, Florida State University.	(1972)	Green, William <i>Associate Professor of Marketing</i> BS, MBA, California State University, Bakersfield; PhD, University of Houston.	(1988)
Fang, Fabian T. <i>Professor of Chemistry</i> BS, National Central University, China; MS, PhD, University of Illinois.	(1970)	Greene, Alan C. <i>Professor of Physics</i> BS, Northeastern University; PhD, Brown University.	(1971)
Flachmann, Kim <i>Associate Professor of English</i> BA, Washington University; MA, MFA, University of Oregon; Ph.D., University of Oregon.	(1978)	Guseman, Dennis S. <i>Chair and Professor of Marketing</i> BBA, MSBA, Wichita State University; DBA, University of Colorado.	(1984)
Flachmann, Michael <i>Professor of English</i> BA, University of the South; MA, University of Virginia; PhD, University of Chicago.	(1972)	Hardy, John W. <i>Professor of Mathematics</i> BS, MS, PhD, Stanford University.	(1970)
Flanagan, Michael <i>Professor of Management</i> BS, St. Norbert College, MS, PhD, Purdue University.	(1986)	Harrie, Jeanne <i>Chair and Professor of History</i> BA, Seattle University; MA, PhD, University of California, Riverside.	(1976)
Fleming, Barbara H. <i>Assistant Professor of Nursing</i> BA, BSN, University of Wisconsin; MSN, University of California, Los Angeles.	(1978)	Harris, Richard <i>Associate Professor of Public Policy and Administration</i> BA, MPA, PhD, University of California, Los Angeles.	(1985)
Fleming, Kathryn L. <i>Associate Professor of Nursing (FERP)</i> BSN, MSN, ANP, California State University, Fresno; Nurse Practitioner Adult and Geriatric, Long Beach State University and UCLA; currently a Doctoral student at Claremont Graduate School.	(1973)	Hartlep, Karen L. <i>Associate Professor of Psychology</i> BA, Dickinson College; MA, PhD, University of New Hampshire.	(1976)
Fletcher, Robert G. <i>Professor of Finance</i> BA, Willamette University; MA, PhD, University of California, Los Angeles.	(1971)	Heivly, Michael <i>Professor of Art</i> BA, Lycoming College; MFA, University of Colorado.	(1975)
Friedman, Gloria <i>Head Coach of Women's Tennis and Assistant Athletic Director</i> BA, University of California, Santa Barbara; MA, California State University, Bakersfield.	(1978)	Hersberger, Rodney M. <i>Director of Libraries</i> BS, MLS, Indiana University; MBA, Northern Illinois University.	(1984)
Fujiki, Sumiko <i>Professor of Nursing</i> AS, Weber Junior College, Ogden, Utah; Diploma, Thomas D. Dee Hospital School of Nursing; BS, University of Utah; MS, Washington University, St. Louis; PhD, University of Utah.	(1983)	Hibbard, George B. <i>Dean of Students and Professor of Education</i> BA, MA, EdD, Michigan State University.	(1970)
Garcia, Augustine <i>Professor of Elementary/Bilingual Education</i> BA, California State University, Fresno; MA, PhD, University of New Mexico.	(1986)	Hinds, David S. <i>Professor of Biology</i> BA, Pomona College; MS, PhD, University of Arizona.	(1970)
		Horton, James C. <i>Professor of Biology (FERP)</i> BSC, PhD, University of Wisconsin, Madison.	(1970)
		Horton, Robert A. <i>Associate Professor of Geology</i> BS, State University of New York at Binghamton; MS, University of Tennessee; PhD, Colorado State of Mines.	(1986)

Hudson, Glenda Assistant Professor of English 3A, Leeds University; MA, PhD, Vanderbilt University.	(1988)	Lasseter, Victor K. Professor of English BA, Washington and Lee University; MA, Florida State University; PhD, Harvard University.	(1970)
Tylop, Gary Assistant Librarian 3A Oakland City College; MS, Indiana State University; MLS, Indiana University.	(1987)	Leapley, Margaret J. Associate Professor of Nursing BSN, Indiana University; MPH, University of Michigan.	(1982)
ce, Marie A. Assistant Professor of Reading/Elementary Education 3A, Colorado State College; MA, University of Northern Colorado; PhD, University of Missouri-Columbia.	(1986)	Lee, King M. Professor of Computer Science BS, MIT; MS, PhD, University of Michigan.	(1983)
shida, Theodore Ken Assistant Professor of Psychology 3A, Pitzer College-Claremont; MA, PhD, Case Western Reserve University.	(1988)	Litzinger, Charles A. Assistant Professor of History BA, Ohio State University; MA, Harvard University; PhD, University of California, Davis.	(1984)
yasere, Maria M. Professor of English 3A, Wells College; MA, PhD, State University of New York, Binghamton.	(1974)	Lopez, Fred A., III Associate Professor of Political Science BS, California State College, San Bernardino; MA, PhD, University of California, Riverside.	(1984)
yasere, Solomon O. Director, Affirmative Action Services and Professor of English 3A, MSc, State University of New York College, New Paltz; PhD, State University of New York, Binghamton.	(1972)	Maglischo, Ernest W. Head Coach of Swimming and Lecturer in Physical Education BS, Ohio University; MS, Bowling Green State University; PhD, Ohio State University.	(1983)
Jones, Bruce W. Professor of Religious Studies 3A, Amherst College; BD, Union Theological Seminary; PhD, Graduate Theological Union, University of California, Berkeley.	(1973)	Mailhi, Margaret Assistant Professor of Economics BA, University of Philippines; MA, ABD, University of Wisconsin.	(1988)
Jones, H. Stanley Professor of Accounting 3S, University of California, Los Angeles; MBA, University of Southern California; LD, Northrop University.	(1989)	Mann, Everett E., Jr. Associate Professor in Public Administration BA, University of California, Los Angeles; EdM, Oregon State University; MA, PhD, Claremont Graduate School.	(1984)
Casselman, Mary Jo Professor of Nursing 3SN, MA and PhD in Anthropology, Univ. of Kansas; MA, Nursing Education, Teachers College, Columbia Univ.	(1981)	Marsh, Martin K. Professor of Management AA, University of California; BS, University of Maryland, College Park; MBA, PhD, University of Oklahoma, Norman.	(1984)
Cogley, Jacquelyn A. Chair, Philosophy and Religious Studies and Professor of Philosophy 3A, Allegheny College; MA, Rice University; PhD, Columbia University.	(1973)	Martinez, Thomas Assistant Professor of Public Administration BA, MA, San Jose State University; PhD, University of Southern California.	(1984)
Kellenberger, Lon R. Professor of Education 3S, Southern Oregon College; MEd, DEd, University of Oregon.	(1971)	Mason, Jeffrey D. Associate Professor of Theatre AB, MA, Stanford University; MA, California State University, Sacramento; PhD, University of California, Berkeley.	(1984)
Keltner, Bette Associate Professor of Nursing 3S, MS, California State University, Fresno; PhD, University of Austin.	(1986)	McBride, Landy J. Chair and Associate Professor of Clinical Science and Program Director for Medical Technology BA, MA, University of California, Berkeley; PhD, University of Wisconsin, Madison.	(1983)
Keltner, Norman Associate Professor of Nursing 3S, MS, Fresno State University; EdD University of San Francisco.	(1986)	McCall, Charles H. E. C. Reid Professor of Political Science AB, AM, Indiana University; PhD, Yale University.	(1970)
Kerr, Terrence J. Head Wrestling Coach and Lecturer in Physical Education 3S, San Jose State University.	(1984)	McKercher, Gary Assistant Professor of Music BA, Luther College; MA, California State University, Fullerton; DMA, University of Southern California.	(1984)
Kerzie, Ted L. Professor of Art 3A, Washington State University; MFA, Claremont Graduate School.	(1976)	McMillin, J. Daniel Professor of Sociology BA, MA, Washington State University; PhD, Southern Illinois University.	(1972)
Kessler, Gary E. Professor of Religious Studies 3A, Luther College; BD, Luther Theological Seminary; PhD, Columbia University-Union Theological Seminary.	(1970)	McNamara, Brian Associate Professor of Management Information Systems BA, University of Stirling, Scotland; MS, PhD, University of Massachusetts.	(1986)
Ketterl, George W. Associate Professor of Art 3S, Moorhead State College; MFA, Claremont Graduate School.	(1970)	McNamara, John J. Cal-Cit-Kennedy Distinguished Professor of Agricultural Marketing BE, Northern Illinois University; MA, University of Iowa; PhD, Purdue University.	(1978)
Kirkland, Janice Librarian, Catalog and Periodicals AB, MLS, University of California, Berkeley; MA, PhD, University of California, Los Angeles.	(1970)	Mehling, Gordon R. Professor of Music EdB, University of Alberta, Canada; MM Michigan State University; PhD, Michigan State University.	(1974)
Kleinsasser, Jerome Professor of Musicology 3S, MA, PhD, University of Minnesota.	(1972)	Meyer, Thomas Associate Professor of Computer Science/Physics BS, MS, PhD, University of California at Los Angeles	(1988)
Kohl, Joyce Associate Professor of Fine Arts 3S, Empire State College; MA, CSU, Fullerton.	(1988)	Myers Christopher Assistant Professor of Philosophy BA, University of California, Santa Cruz; MA, PhD, University of Tennessee, Knoxville.	(1986)
Kosakowski, David C. Sr. Assistant Librarian 3A, Siena College; MA, MLS, State University of New York, Albany.	(1977)	Michaels, Rebecca Assistant Professor of Mathematics BA, Westmont College; MS, PhD, University of California, Riverside.	(1988)
Laskowski, Edward A. Professor of Earth Sciences 3S, Union College, New York; MS, Rensselaer Polytechnic Institute; PhD, University of California, Los Angeles.	(1971)		

Faculty

Michals, Bernard <i>Professor of Biology (FERP)</i> AB, MA, Colorado State University; EdD, Stanford University.	(1970)	Patten, James <i>Associate Professor in Accounting</i> BSC, MBA, DePaul University; CPA.	(1962)
Mikita, Michael <i>Assistant Professor of Chemistry</i> BS, California State University, Los Angeles; PhD, University of Arizona.	(1968)	Pourgerami, Abbas <i>Associate Professor of Economics</i> BA, Teheran College of Insurance; MA, University of Denver; MA, PhD, University of Colorado, Boulder.	(1969)
Miller, Carl E. <i>Chair of Teacher Education, Director of Reading Center and Professor of Education</i> BS Anderson College; MA, Eastern New Mexico University; EdD, Texas Tech University.	(1970)	Prigge, Norman K. <i>Associate Professor of Philosophy</i> BA, MA, PhD, University of California, Santa Barbara.	(1973)
Mitchell, Nancy <i>Assistant Professor of Nursing</i> BS, University of Nebraska; MS, University of Texas at Austin.	(1968)	Provencio, Robert <i>Assistant Professor of Fine Arts/Music</i> BA, University of Arizona; MA, Southwest Texas State University; DMA, University of Colorado (In Progress).	(1968)
Mitchell, Steven W. <i>Chair of Physics and Geology and Professor of Geology</i> BS, MS, Wayne State University; PhD, George Washington University.	(1980)	Purcell, Harold I. <i>Professor of Accounting</i> BA, University of Arizona; MS, San Diego State University; MBA, Golden Gate University; DBA, University of Southern California; CPA, California.	(1971)
Moe, L. Maynard <i>Associate Professor of Biology</i> BA, MA, California State University, Fresno; PhD, University of California, Berkeley.	(1976)	Raupp, Carol <i>Assistant Professor of Psychology</i> BS, Michigan State University; MS, PhD, Pennsylvania State University.	(1985)
Moheno, Philip <i>Assistant Professor of Chemistry</i> BS, University of California, Los Angeles; PhD, University of California; Santa Barbara.	(1986)	Reyna, Jose R. <i>Chair, Foreign Languages and Professor of Spanish</i> BA, Michigan State University; MA, PhD, UCLA.	(1984)
Moody, R. Dale <i>Professor of Education</i> BA, Southwestern College, Kansas; MA, Colorado State College; PhD, Stanford University.	(1970)	Rink, Oliver A. <i>Professor of History</i> AB, MA, PhD, University of Southern California.	(1975)
Moscove, Brenda J. <i>Professor of Marketing</i> BS, Ferris State College; MA, Michigan State Univ.; EdD, Oklahoma State University.	(1981)	Ritter, Kathleen Y. <i>Professor of Education</i> BA, University of Utah; MS, EdS, Kansas State Teachers College; PhD, University of New Mexico.	(1974)
Murphy, Ted D. <i>Professor of Biology and Director of Environmental Studies Area and Facility for Animal Care and Treatment</i> AB, MA, PhD, Duke University.	(1972)	Roberts, Sharon K. <i>Professor of Clinical Science</i> BA, San Jose State University; MT (ASCP) SBB; MA, Central Michigan University.	(1974)
Negrini, Robert M. <i>Associate Professor of Physics and Geology</i> BA, Amherst College; PhD, University of California, Davis.	(1985)	Robinson, Julia G. <i>Associate Professor in Nursing</i> BS, Gonzaga University; MS, University of Utah.	(1984)
Nishimori, Glenn <i>Head Athletic Trainer</i> BA, Fresno State University.	(1983)	Ross, James L. <i>Associate Professor of Sociology</i> BS, MA, University of Georgia; PhD, Ohio State University.	(1972)
Noel, Richard C. <i>Professor of Psychology</i> BA, University of Portland; MA, PhD, University of Colorado.	(1971)	Ruiz, Janis S. <i>Associate Professor of Accounting</i> BA, Trinity University, San Antonio; MA, University of Texas at Austin; PhD, University of California, Los Angeles.	(1969)
Nyberg, Kenneth L. <i>Professor of Sociology</i> BS, St. Cloud State University; MA, University of Maine; PhD, University of Utah.	(1980)	Ruoss, Meryl <i>Professor of Public Administration</i> BA, Gannon College; M Div, Union Theological Seminary; MPA, PhD, University of Southern California.	(1974)
O'Connor, James <i>Assistant Professor of Secondary Education</i> BS, Bowling Green State University; MS, University of Akron; EdD, University of Northern Colorado.	(1987)	Sage, John N. <i>Chair and Professor of Physical Education</i> BA, MA, EdD, University of California, Los Angeles.	(1972)
Ost, David <i>Associate Dean of Graduate Studies and Research, and Professor of Biology</i> BA, Augsburg College; MA, University of Michigan; PhD, University of Iowa.	(1988)	Sasaki, Edwin H. <i>Associate Dean, School of Arts and Sciences and Professor of Psychology</i> BA, Willamette University; PhD, Stanford University.	(1972)
Oswald, Donald J. <i>Associate Professor of Economics</i> BA, MA, PhD, Washington State University.	(1981)	Schaudt, Barbara <i>Associate Professor of Teacher Education</i> BS, Michigan State University; MA, Oakland University, Michigan; PhD, Texas A&M University.	(1988)
Paap, Warren R. <i>Professor of Sociology</i> BS, MS, University of Wisconsin, Milwaukee; PhD, University of Missouri.	(1971)	Schmidt, Josephine A. <i>Associate Professor of French</i> BA, Chestnut Hill College; MA, University of Virginia; PhD, University of Virginia.	(1984)
Padilla, Ernest <i>Assistant Professor of English</i> BA, California State University, Sacramento; PhD, University of California, San Diego.	(1988)	Secor, Kenneth E. <i>Vice President for Administrative Services and Professor of Mathematics</i> BS, MS, EngD, University of California, Berkeley; Registered Civil Engineer in California.	(1970)
Page, Ernest R. <i>Professor of Secondary Education</i> BA, St. Francis College, Pennsylvania; MEd, PhD, The Pennsylvania State University.	(1980)	Segesta, James E. <i>Librarian</i> BA, University of Michigan; MS, MA, University of Southern California.	(1970)
Papen-Daniel, Michele <i>Assistant Professor of Education</i> BA, University of New Mexico; MA, PhD, Arizona State University.	(1985)	Serrano, Rodolfo G. <i>Professor of Education</i> BA, San Jose State University; MA, University of the Pacific; PhD, University of Arizona.	(1974)
Paris, Phillip Sanchez <i>Chair and Professor of Public Administration</i> BSFS, Georgetown University; MA, PhD, University of Southern California	(1982)	Sethi, Renuka R. <i>Professor of Education</i> BA, Nagpur University; BEd, University of Delhi; MEd, Smith College; PhD, Oregon State University.	(1973)

Shakoori, Khosrow "Ken" <i>Chair and Professor of Finance</i> BS, Institute of Advanced Accounting; MBA, Bryant College, Smithfield, Rhode Island; PhD, Clark University, Worcester, Massachusetts.	(1984)	Webb, Leland F. <i>Professor of Mathematics</i> BA, University of California, Santa Barbara; MA, California Polytechnic State University, San Luis Obispo; PhD, The University of Texas at Austin.	(1971)
Silverman, Philip <i>Chair of Sociology/Anthropology and Professor of Anthropology</i> BA, University of Oklahoma; PhD, Cornell University.	(1971)	Webster, John A. <i>Professor of Criminology</i> BS, Michigan State University; MS, University of Southern California; PhD, University of California, Berkeley.	(1974)
Skouge, James R. <i>Associate Professor of Special Education</i> BA, MEd, American University; EdD, University of Kentucky.	(1984)	Webster, William E. <i>Professor of Education</i> BS, College of the Holy Cross; MA, Stanford University; EdD, Harvard University.	(1981)
Smith, Marion B. <i>Professor of Mathematics</i> BS, MS, Louisiana State University; PhD, University of North Carolina.	(1972)	Weinheimer, Edward A. <i>Associate Professor of Biology</i> BS, PhD, University of Georgia.	(1978)
Solorzano, Daniel <i>Assistant Professor of Sociology</i> BA, Loyola University; MAE, Loyola-Marymount University; MA, PhD, Claremont University.	(1988)	Welter, Kathy <i>Head Softball Coach</i> BA, Kearney State College; MS, Western Illinois University.	(1985)
Sparling, Saundra <i>Assistant Professor of Teacher Education</i> BA, MA, California State University, Los Angeles; PhD, University of California, Los Angeles.	(1988)	Whitley, Jim D. <i>Professor of Physical Education</i> AB, MA, EdD, University of California, Berkeley.	(1971)
Spencer, David <i>Professor of English (FERP)</i> AB, MA, PhD, University of California, Berkeley.	(1970)	Wilson, Jill <i>Professor of Education</i> BA, MA, University of Michigan; PhD, Michigan State University.	(1973)
Spencer, Jeffry B. <i>Chair of English/Communications and Professor of English</i> AB, University of California, Berkeley; MA, DePaul University; PhD, Northwestern University.	(1973)	Winter, Eugenia B. <i>Associate Librarian and Acquisitions/Bibliographer</i> BA, Sweet Briar College; MLS, Peabody Library School.	(1981)
Stanley, Gerald <i>Professor of History</i> BA, California State University, Chico; MA, PhD, University of Arizona.	(1973)	Wood, Forrest G. <i>Professor of History</i> AB, MA, California State University, Sacramento; PhD, University of California, Berkeley.	(1970)
Stiles, Curt <i>Professor of Management</i> BS, North Texas State University; MS, PhD, Northwestern University.	(1988)	Wood, Glenn L. <i>Professor of Finance</i> BS, Arizona State University; PhD, Wharton School of Finance and Commerce, University of Pennsylvania, CLU, CPCU.	(1976)
Stockton, Richard <i>Associate Professor of English</i> BA, Harvard University; MA, PhD, Princeton University.	(1973)	Youssefi, Abbas <i>Associate Professor of Computer Science</i> BS, College of Economics, Iran; MS, Western Michigan University; PhD, Clemson University (In Progress).	(1989)
Stone, Shelley C. III <i>Chair and Associate Professor of Fine Arts</i> BA, Indiana University; MA, PhD, Princeton University.	(1983)	Yivircu, Jorge <i>Associate Professor of Spanish</i> BBA, MA, St. John's University; PhD, University of Iowa.	(1981)
Suter, Steven E. <i>Professor of Psychology</i> BS, Bethany College; MA, Bowling Green State University; PhD, Johns Hopkins University.	(1970)	Zepeda, Marlene <i>Assistant Professor of Elementary Ed/Child Development</i> BA, California State University, Los Angeles; MA, PhD, University of California at Los Angeles.	(1988)
Tarjan, John <i>Associate Professor of Management</i> BA, Brigham Young University; MM, Northwestern University; Ph.D, University of Utah.	(1986)		
Taylor, Laird E. <i>Chair of Mathematics and Professor of Mathematics and Computer Science</i> BA, Harvard University; MS, PhD, Stanford University.	(1973)		
Thomas, Marc P. <i>Chair of Computer Science and Professor of Computer Science and Mathematics</i> BS, UC Davis; MA, PhD, University of California, Berkeley.	(1981)		
Travis, Russell E. <i>Associate Professor of Sociology</i> BS, Rider College; MA, San Diego State University; PhD, University of Texas.	(1971)		
Vigen, James W. <i>Professor of Management Science</i> BS, MS, Colorado State University; PhD, Ohio State University.	(1971)		
Wang, Huaqing <i>Associate Professor of Computer Science</i> BS, Huazhong University of Science and Technology (Central China); PhD, Case Western Reserve University (In Progress).	(1988)		
Watta, Thomas M. <i>Professor of Political Science</i> AB, Albion College; MA, PhD, Indiana University.	(1970)		
Webb, Janie Rae <i>Professor of Education</i> BS, California State Polytechnic College, San Luis Obispo; MA, PhD, University of Texas.	(1974)		
		EMERITI FACULTY	
		Bridgman, Don C. <i>Professor Emeritus of Education</i> AB, Chapman College; MS, EdD, University of Southern California.	(1970)
		Graham, Hugh <i>Professor Emeritus of History</i> BA, MA, University of Toronto; AM, Princeton University; PhD, University of Southern California.	(1970)
		Lozano, Carlos <i>Professor Emeritus of Spanish</i> BA, PhD, University of California, Berkeley.	(1970)
		Manning, John C. <i>Professor Emeritus of Geology</i> BA, University of Idaho; PhD, Stanford University.	(1971)
		Passell, Anne W. <i>Professor Emeritus of English</i> BA, Mt. Holyoke College; MA, PhD, University of the Pacific.	(1970)
		Ramondino, Salvatore <i>Associate Professor Emeritus of Foreign Languages</i> BA, City University of New York; MA, PhD, Columbia University.	(1972)
		Rice, Philip <i>Vice President Emeritus</i> CM, New England Conservatory; CDA, Yale University; AB, Pomona College; AM, PhD, The University of North Carolina; LhD, Claremont.	(1978)
		Rinaldiucci, Esther <i>Professor Emeritus of Nursing</i> RN, BS, MS, University of Pennsylvania.	(1971)

Faculty

Seltzer, Alan <i>Professor Emeritus of Psychology</i> BA, PhD, University of Chicago.	(1971)	Carbonell, A. D. <i>General Practice and Surgery</i> Clinical Professor of Nursing
West, Lorraine W. <i>Professor Emeritus of Education</i> BA, Fresno State University; MA, Stanford University.	(1970)	Carbonell, Emma <i>Pediatrics</i> Clinical Professor of Nursing
Zimmerman, Howard C. <i>Professor Emeritus of Education</i> AB, Northwestern Nazarene College; MA, DEd, University of Oregon.	(1970)	Casteen, William <i>Ophthalmology</i> Clinical Professor of Nursing
		Catania, Robert <i>Diabetes-Endocrinology</i> Clinical Professor of Nursing
		Chaney, Raymond <i>Pediatrics</i> Clinical Professor of Nursing
		Chang, Joseph F. <i>Urology</i> Clinical Professor of Nursing
		Constantine, V. <i>Diseases of Skin and Skin Cancer</i> Clinical Professor of Nursing
		Cunningham, R. T. <i>Chest and Cardiovascular Surgery</i> Clinical Professor of Nursing
		Defede, Anton J. <i>Pediatrics</i> Clinical Professor of Nursing
		Diamond, Jess <i>Pediatrics</i> Clinical Professor of Nursing
		DINicola, William F. <i>Pediatrics</i> Clinical Professor of Nursing
		Don Michael, T. A. <i>Internal Medicine/Cardiology</i> Clinical Professor of Clinical Sciences
		Dulan, Boyce B. <i>Deputy Health Officer, Kern County, and Director of Disease Control</i> Clinical Professor of Nursing
		Elliot, Frank A. <i>Obstetrics and Gynecology</i> Clinical Professor of Nursing
		Erickson, Jon M. <i>Orthopedics</i> Clinical Professor of Nursing
		Evans, Davis J. <i>Diseases and Surgery of the Eye</i> Clinical Professor of Nursing
		Faustick, Dyrel <i>Internal Medicine</i> Clinical Professor of Nursing
		Finberg, Kurt <i>Obstetrics and Gynecology</i> Clinical Professor of Nursing
		Fischer, Edward P. <i>Surgical Oncology</i> Clinical Professor of Nursing
		Fisher, Myron <i>Pathology</i> Clinical Professor of Clinical Sciences
		Fox, Jerry C. <i>Obstetrics and Gynecology</i> Clinical Professor of Nursing
		Freedman, Sheldon <i>Pathology</i> Clinical Professor of Clinical Sciences
		Friend, J. <i>Orthopedics/Orthopedic Surgery</i> Clinical Professor of Nursing
		Fritch, Charles <i>Diseases and Surgery of the Eye</i> Clinical Professor of Nursing
		Gershony, Gary <i>Cardiovascular Disease</i> Clinical Professor of Nursing

Gillin, Lloyd I. <i>Radiation Therapy</i> Clinical Professor of Nursing	Matychowiak, F. A. <i>Psychiatry</i> Clinical Professor of Nursing
Goldberg, Leonard S. <i>Rheumatology</i> Clinical Professor of Nursing	Michelsen, E. W. <i>Pathology</i> Clinical Professor of Clinical Sciences
Helper, Stephen <i>Family Practice</i> Clinical Professor of Nursing	Miranda, Beth <i>Pathology</i> Clinical Professor of Clinical Sciences
Helper, Susan <i>Internal Medicine</i> Clinical Professor of Nursing	Mosser, Robert S. <i>Internal Medicine</i> Clinical Professor of Nursing
Helvie, Richard E. <i>Neurology</i> Clinical Professor of Nursing	Mukhopadhyay, Madan <i>Oncology</i> Clinical Professor of Nursing
Helvie, Stephen J. <i>Neurology</i> Clinical Professor of Nursing	Murdoch, Malcolm <i>Pathology</i> Clinical Professor of Clinical Sciences
Ho, Sze <i>Pediatrics and Neonatology</i> Clinical Professor of Nursing	O'Reilly, Richard R. <i>Chest and Cardiovascular Surgery</i> Clinical Professor of Nursing
Holeman, Charles <i>Internal Medicine</i> Clinical Professor of Nursing	Ostrander, Charles T. <i>Pediatric and Adult Allergy</i> Clinical Professor of Nursing
Hubbell, Wheeler <i>Obstetrics and Gynecology</i> Clinical Professor of Nursing	Owens, John R. <i>Obstetrics, Gynecology, and Infertility</i> Clinical Professor of Nursing
Iger, Mortimer <i>Orthopedic</i> Clinical Professor of Nursing	Patel, Hansa <i>Obstetrics and Gynecology</i> Clinical Professor of Nursing
Jacobe, Randall, A. <i>Obstetrics and Gynecology</i> Clinical Professor of Nursing	Perelli-Minetti, Antonio <i>Psychiatry</i> Clinical Professor of Nursing
Jinadu, Babatunde <i>Deputy Public Health Officer</i> Clinical Professor of Nursing	Perez, Edward J. <i>Ophthalmology</i> Clinical Professor of Nursing
Johnson, Royce <i>Pathology</i> Clinical Professor of Clinical Sciences	Pineda, Gregorio S. <i>Pediatric Neurology</i> Clinical Professor of Nursing
Keller, Robert H. <i>Hematology, Oncology, and Disorders of the Immune System</i> Clinical Professor of Nursing	Poh, Sue <i>Pediatrics</i> Clinical Professor of Nursing
Kitt, Victor K. <i>Otolaryngology</i> Clinical Professor of Nursing	Pulskamp, John <i>Orthopedic Surgery</i> Clinical Professor of Nursing
Kumari, Suresh <i>Pediatrics</i> Clinical Professor of Nursing	Rabban, Joseph <i>Internal Medicine</i> Clinical Professor of Nursing
Lahiri, Sunil R. <i>Oncology</i> Clinical Professor of Nursing	Rajguru, S. V. <i>Psychiatry</i> Clinical Professor of Nursing
Larson, Frances M. <i>Pediatrics</i> Clinical Professor of Nursing	Reddy, Malladi <i>Cardiovascular Disease</i> Clinical Professor of Nursing
Larwood, Thomas R. <i>Internal Medicine</i> Clinical Professor of Nursing	Rivera, Ernesto <i>Pathology</i> Clinical Professor of Clinical Sciences
Lee, Chuck <i>Pediatrics and Hematology and Oncology</i> Clinical Professor of Nursing	Roberts, David <i>Neurology</i> Clinical Professor of Clinical Sciences
Leung, Patrick <i>Allergy and Immunology</i> Clinical Associate Professor of Nursing	Schmalhorst, William <i>Pathology</i> Clinical Professor of Clinical Sciences Medical Advisor, Med. Technology
Lewis, David <i>Obstetrics and Gynecology</i> Clinical Professor of Nursing	Shah, Arvind <i>Internal Medicine</i> Clinical Professor of Nursing
Lin, H. <i>Gastroenterology</i> Clinical Professor of Nursing	Sheffel, D. J. <i>Orthopedic Surgery</i> Clinical Professor of Nursing
Mack, Joel D. <i>Orthopedic Surgery</i> Clinical Professor of Nursing	Sheldon, Robert W. <i>Ear, Nose, and Throat</i> Clinical Professor of Nursing
Mansour, Joseph <i>Obstetrics, Gynecology, and Infertility</i> Clinical Professor of Nursing	

Faculty

Siemon, Glenn
Diseases and Surgery of the Eye
Clinical Professor of Nursing

Simon, Warren E.
General Surgery
Clinical Professor of Nursing

Smale, Leroy E.
Obstetrics and Gynecology
Clinical Professor of Nursing

Stainer, Gregory
Ophthalmology
Clinical Professor of Nursing

Stoneburner, Larry
Obstetrics and Gynecology
Clinical Professor of Nursing

Suen, Vitus Foo-Tung
Pediatrics
Clinical Professor of Nursing

Swinyer, Bruce
Pathology
Clinical Professor of Clinical Sciences

Thorpe, Michael D.
Family Practice
Clinical Professor of Nursing

Tivnon, Michael
Orthopedic Sports Surgery
Clinical Professor of Nursing

Walters, Gary
Pathology
Clinical Professor of Clinical Sciences

White, Emma
Pathology
Clinical Professor of Clinical Sciences

Witt, John E.
Ophthalmology
Clinical Professor of Nursing

Wong, Kenneth G.
Family Practice
Clinical Professor of Nursing

(Nurses)

1989-91

Allen, Elaine
Rosewood
Clinical Assistant Professor of Nursing

Bartenstein, Linda
Bakersfield Community Hospital
Clinical Assistant Professor of Nursing

Beckman, Dorothy
San Joaquin Hospital
Clinical Assistant Professor of Nursing

Dean, Judie
Kern Medical Center
Clinical Assistant Professor of Nursing

Duffey, Jan
Mercy Hospital
Clinical Assistant Professor of Nursing

Frankel, Helen
Coroner and Public Administrator
Clinical Assistant Professor of Nursing

Harrington, Shirley
Kern County Public Health Department
Clinical Assistant Professor of Nursing

Hoffman, Chris
Tehachapi Valley Hospital
Clinical Assistant Professor of Nursing

Jones, Nancy
Kern View Hospital
Clinical Assistant Professor of Nursing

Kelley, Sue
Memorial Hospital
Clinical Assistant Professor of Nursing

Komarek, Allan
Delano Hospital
Clinical Assistant Professor of Nursing

Reigers, Patricia L.
Medical Legal
Consultant

Serrano, Greta
Bakersfield Home Health Services
Clinical Assistant Professor of Nursing

Wasson, Lucinda
Assistant Director, Kern County Health Department
Clinical Assistant Professor of Nursing

Clinical Sciences/Medical Technology

(Instructors)

1989-91

Adamson, Judy
Mercy Hospital
Clinical Instructor

Ancheta, David
Mercy Hospital
Clinical Instructor

Bartel, Ron
Physicians Automated Lab
Clinical Instructor

Bicak, Marylin
San Joaquin Hospital
Clinical Instructor

Bird, Carol
High Desert Hospital
Clinical Instructor

Boone, Christopher
San Joaquin Hospital
Clinical Instructor

Borgedorf, Larry
Kern Medical Center
Clinical Professor

Bristol, Keith
Merced Community Medical Center
Clinical Instructor

Burger, Tony
Mercy Hospital
Clinical Instructor

Burke, Roger
San Joaquin Hospital
Clinical Instructor

Caldwell, John
Kern Medical Center
Clinical Professor

Carriger, Jerry
Tulare District Hospital
Clinical Instructor

Carter, Rheta
San Joaquin Hospital
Clinical Instructor

Cooke, David
Tulare District Hospital
Clinical Professor

Corp, Richard
Merced Community Medical Center
Clinical Instructor

Couch, Glenn
Synergistics Labs
Clinical Instructor

Cougle, Donald
San Joaquin Hospital
Clinical Instructor

Ferne, Carla
High Desert Hospital
Clinical Professor

Fong, Sharon <i>Tulare District Hospital</i> Clinical Instructor	Reddy, Ann <i>San Joaquin Hematology/Oncology</i> Clinical Instructor
Ford, Gretchen <i>Physicians Automated Lab</i> Clinical Instructor	Richards, Rosalie <i>Merced Community Medical Center</i> Clinical Instructor
Geer, Barbara <i>Memorial Hospital</i> Clinical Instructor	Sheehy, Dean <i>Mercy Hospital</i> Clinical Professor
Goodger, Patricia <i>Tulare District Hospital</i> Clinical Instructor	Smith, Bruce <i>Physicians Automated Lab</i> Clinical Professor
Gullett, Bill <i>Memorial Hospital</i> Clinical Instructor	Smith, Ron <i>Kern Co. Coroner's Office</i> Clinical Professor
Harken, Nancy <i>Memorial Hospital</i> Clinical Instructor	Stephens, Caroline <i>Synergistics Labs</i> Clinical Instructor
Hildebrandt, Hans <i>Merced Community Medical Center</i> Clinical Instructor	Talbot, Ron <i>Kern County Public Health Dept.</i> Clinical Professor
Jones, Patricia <i>Mercy Hospital</i> Clinical Instructor	Taylor, Carol <i>Memorial Hospital</i> Clinical Instructor
Lakey, Patty <i>Synergistics Labs</i> Clinical Instructor	Thornton, Jane <i>Memorial Hospital</i> Clinical Instructor
Langenfeld, Steve <i>Mercy Hospital</i> Clinical Instructor	Tran, Sissi <i>Mercy Hospital</i> Clinical Instructor
Langenfeld, Tracy <i>Mercy Hospital</i> Clinical Instructor	Vedo, Mary <i>Merced Community Medical Center</i> Clinical Instructor
Leonard, Jack <i>Kern County Public Health Dept.</i> Clinical Instructor	Walker, Elizabeth <i>High Desert Hospital</i> Clinical Instructor
Low, Al <i>Synergistics Labs</i> Clinical Instructor	Weaver, Sherrie <i>Mercy Hospital</i> Clinical Instructor
Maurer, Dorothy <i>Merced Community Medical Center</i> Clinical Professor	Welch, Ken <i>Tulare District Hospital</i> Clinical Instructor
McCallum, Clay <i>Physicians Automated Lab</i> Clinical Instructor	Whitmore, Sue <i>San Joaquin Hospital</i> Clinical Instructor
McCollister, Linda <i>Merced Community Medical Center</i> Clinical Instructor	Williams, Don <i>Physicians Automated Lab</i> Clinical Professor
McCulloch, Leslie <i>Memorial Hospital</i> Clinical Instructor	Winters, Barry <i>Memorial Hospital</i> Clinical Professor
Mendoza, Phyllis <i>Kern Medical Center</i> Clinical Instructor	Wong, Dennis <i>Tulare District Hospital</i> Clinical Instructor
Miller, Judy <i>Mercy Hospital</i> Clinical Instructor	Young, Carol <i>Synergistics Labs</i> Clinical Instructor
Moffitt, Pamela <i>San Joaquin Hospital</i> Clinical Instructor	Adjunct Faculty
Nakade, Debbie <i>Merced Community Medical Center</i> Clinical Instructor	1988-89
Oel, Jimmy <i>San Joaquin Hospital</i> Clinical Instructor	Allen, Muriel <i>Adjunct Lecturer in English</i> BA, MA, University of South Florida.
Padua, Tony <i>Synergistics Labs</i> Clinical Instructor	Arce, Mark J. <i>Assistant Basketball Coach</i> AS, St. Gregory's College; BS, MA, Oklahoma State University.
Peterson, Ron <i>Synergistics Labs</i> Clinical Instructor	Banks, Beverly <i>Adjunct Lecturer in Education</i> BA, University of California, Davis; MA, California State University, Fresno.
Pusavat, George <i>San Joaquin Hospital</i> Clinical Instructor	Bard, Mark <i>Adjunct Lecturer in Accounting</i> BS, Thomas College, Waterville, Maine; MA, University of Notre Dame, South Bend, Indiana.

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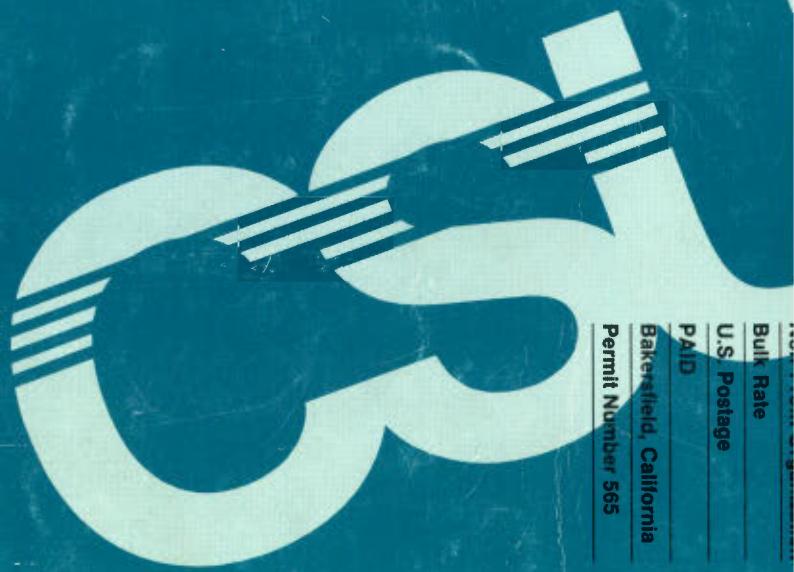
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