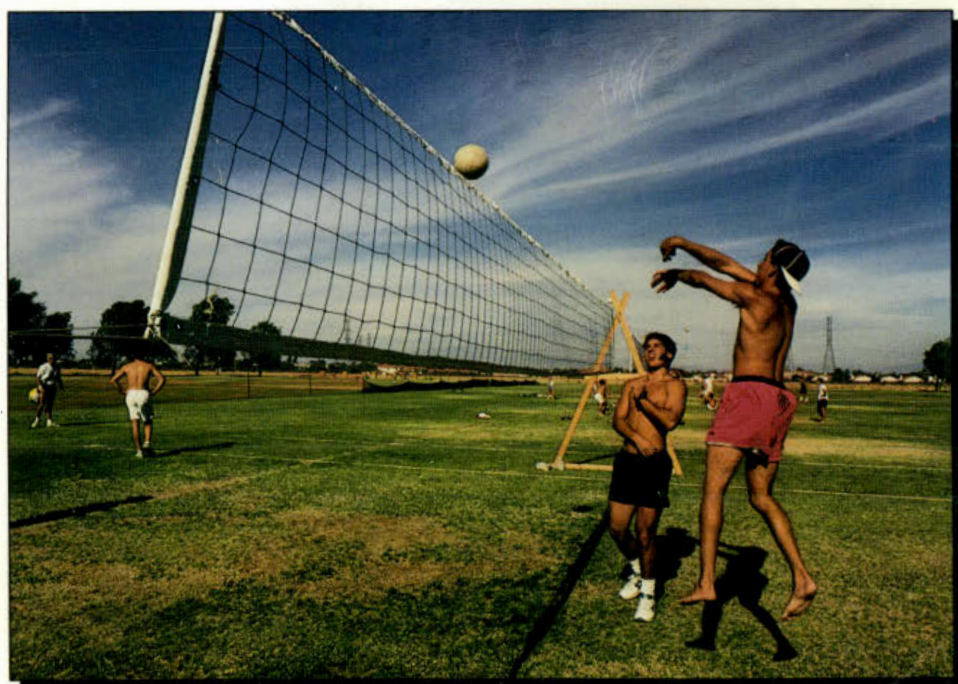


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# CATALOG



CALIFORNIA STATE UNIVERSITY, BAKERSFIELD









1 9 9 1 - 1 9 9 3

# General Catalog



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# Acknowledgments

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### Fall Quarter 1991

September 9	Orientation of new students and <b>Registration</b>
September 10	Advising and administrative adjustments
September 11	Classes begin
September 18	Last day to <b>Add Classes</b> ; last day of <b>Late Registration</b>
September 20	Last day for undergraduate and graduate students to apply for <b>Fall 1991 Graduation</b>
September 25	Deadline to apply for refundable part of Student Services fees
October 1	<b>Census Day</b>
October 1	Last day to change between credit/no-credit and letter grading
October 1	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 7	<b>Mid-Quarter Intervention Program (MQIP):</b> Deans distribute MQIP grade sheets to MQIP faculty
October 14	MQIP faculty return completed grade sheets to school deans
October 21-November 1	<b>Academic Advising and Pre-Registration</b> period for continuing students
October 29	Last day to withdraw from classes for a serious and compelling reason
November 11	Veterans' Day - Regular classes scheduled
November 4-8	<b>SOCI Week</b>
November 19	Last day of classes (Falls on a Tuesday; is a <b>Tuesday</b> schedule)
November 20-23	Examination Period
November 25	Evaluation Day
November 26-27	Grades Due

**Fall Quarter Break: November 26, 1991 - January 1, 1992**

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### Winter Quarter 1992

January 2	Orientation of new students and <b>Registration</b>
January 3	Advising and adjustments
January 6	Classes begin
January 13	Last day to <b>Add Classes</b> ; last day of <b>Late Registration</b>
January 17	Last day for undergraduate and graduate students to apply for <b>Winter 1992 Graduation</b>
January 20	<b>Holiday</b> - Martin Luther King Day
January 21	Regular Classes (Falls on a Tuesday; is a <b>Tuesday</b> schedule)
January 21	Deadline to apply for refundable part of Student Services fees
January 27	<b>Census Day</b>
January 27	Last day to change between credit/no-credit and letter grading
January 27	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 27	<b>Mid-Quarter Intervention Program (MQIP):</b> Deans distribute MQIP grade sheets to MQIP faculty
February 3	MQIP faculty return completed grade sheets to school deans
February 10-21	<b>Academic Advising and Pre-Registration</b> period for continuing students
February 17	<b>Washington's Birthday - Regular Classes Scheduled</b>
February 24	Last day to withdraw from classes for a serious and compelling reason
March 2-6	<b>SOCI Week</b>
March 16	Last day of classes (Falls on a Monday; is a <b>Monday</b> schedule)
March 17	Study/Reading Day
March 18-21	Examination Period
March 23	Grades Due

**Spring Quarter Break: March 23-27, 1992**

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### Spring Quarter 1992

March 30	Orientation of new students and <b>Registration</b>
March 31	Classes begin
April 7	Last day to <b>Add Classes</b> ; last day of <b>Late Registration</b>
April 10	Last day for undergraduate and graduate students to apply for <b>June 1992 Commencement</b>
April 14	Deadline to apply for refundable part of Student Services fees



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April 20 .....	<b>Census Day</b>
April 20 .....	Last day to change between credit/no-credit and letter grading
April 20 .....	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 27 .....	<b>Mid-Quarter Intervention Program (MQIP):</b> Deans distribute MQIP grade sheets to MQIP faculty
May 4 .....	MQIP faculty return completed grade sheets to school deans
May 11-22 .....	<b>Academic Advising and Pre-Registration</b> period for continuing students
May 18 .....	Last day to withdraw from classes for serious and compelling reason
May 25 .....	<b>Holiday - Memorial Day</b>
May 26 .....	Regular Classes (Falls on a Tuesday; is a <b>Monday</b> schedule)
May 26-June 2 .....	<b>SOCI Week</b>
June 9 .....	Last day of classes (Falls on a Tuesday; is a <b>Tuesday</b> schedule)
June 9 .....	Last day for completion of work by Master's Candidates to graduate at June Commencement
June 10-13 .....	Examination Period
June 13 .....	Commencement
June 15 .....	Grades Due

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### Summer Sessions 1992

First Session: .....	June 22-July 31
	Last day to apply for Summer Session Graduation: June 12
Second Session: .....	August 3-August 21

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### Fall Quarter 1992

September 14 .....	Orientation of new students and <b>Registration</b>
September 15 .....	Advising and administrative adjustments
September 16 .....	Classes begin
September 23 .....	Last day to <b>Add Classes</b> ; last day of <b>Late Registration</b>
September 25 .....	Last day for undergraduate and graduate students to apply for <b>Fall 1992 Graduation</b>
September 30 .....	Deadline to apply for refundable part of Student Services fees
October 6 .....	<b>Census Day</b>
October 6 .....	Last day to change between credit/no-credit and letter grading
October 6 .....	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
October 12 .....	<b>Mid-Quarter Intervention Program (MQIP):</b> Deans distribute MQIP grade sheets to MQIP faculty
October 19 .....	MQIP faculty return completed grade sheets to school deans
Oct. 26-Nov. 6 .....	<b>Academic Advising and Pre-Registration</b> period for continuing students
November 3 .....	Last day to withdraw from classes for a serious and compelling reason
November 11 .....	Veteran's Day - Regular classes scheduled
November 9-13 .....	<b>SOCI Week</b>
November 24 .....	Last day of classes (Falls on a Tuesday; is a <b>Tuesday</b> schedule)
November 25 .....	Study/Reading Day
November 26-27 .....	<b>Holiday - Thanksgiving</b>
November 30 .....	Study/Reading Day
December 1-5 .....	Examination Period
December 7 .....	Evaluation Day
December 8-9 .....	Grades Due

**Fall Quarter Break: December 8, 1992 - January 1, 1993**

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### Winter Quarter 1993

January 4 .....	Orientation of new students and <b>Registration</b>
January 5 .....	Classes begin
January 12 .....	Last day to <b>Add Classes</b> ; last day of <b>Late Registration</b>
January 15 .....	Last day for undergraduate and graduate students to apply for <b>Winter 1993 Graduation</b>
January 18 .....	<b>Holiday - Martin Luther King Day</b>

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



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January 19 .....	Regular Classes (Falls on a Tuesday; is a <b>Monday</b> schedule)
January 19 .....	Deadline to apply for refundable part of Student Services fees
January 25 .....	<b>Census Day</b>
January 25 .....	Last day to change between credit/no-credit and letter grading
January 25 .....	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
January 25 .....	<b>Mid-Quarter Intervention Program (MQIP):</b> Deans distribute MQIP grade sheets to MQIP faculty
February 1 .....	MQIP faculty return completed grade sheets to school deans
February 8-19 .....	<b>Academic Advising and Pre-Registration</b> period for continuing students
February 15 .....	<b>Washington's Birthday - Regular Classes Scheduled</b>
February 22 .....	Last day to withdraw from classes for a serious and compelling reason
March 1-5 .....	<b>SOCI Week</b>
March 16 .....	Last day of classes (Falls on a Tuesday; is a <b>Tuesday</b> schedule)
March 17-20 .....	Examination Period
March 22 .....	Grades Due
	<b>Spring Quarter Break: March 22-28, 1993</b>

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### Spring Quarter 1993

March 29 .....	Orientation of new students and <b>Registration</b>
March 30 .....	Classes begin
April 7 .....	Last day to <b>Add Classes</b> ; last day of <b>Late Registration</b>
April 9 .....	Last day for undergraduate and graduate students to apply for <b>June 1993 Commencement</b>
April 13 .....	Deadline to apply for refundable part of Student Services fees
April 19 .....	<b>Census Day</b>
April 19 .....	Last day to change between credit/no-credit and letter grading
April 19 .....	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 26 .....	<b>Mid-Quarter Intervention Program (MQIP):</b> Deans distribute MQIP grade sheets to MQIP faculty
May 3 .....	MQIP faculty return completed grade sheets to school deans
May 10-21 .....	<b>Academic Advising and Pre-Registration</b> period for continuing students
May 17 .....	Last day to withdraw from classes for serious and compelling reason
May 24 .....	<b>Holiday - Memorial Day</b>
May 25 .....	Regular Classes (Falls on a Tuesday; is a <b>Monday</b> schedule)
May 25 June 1 .....	<b>SOCI Week</b>
June 8 .....	Last day of classes (Falls on a Tuesday; is a <b>Tuesday</b> schedule)
June 8 .....	Last day for completion of work by Master's Candidates to graduate at June Commencement
June 9-12 .....	Examination Period
June 12 .....	Commencement
June 14 .....	Grades Due

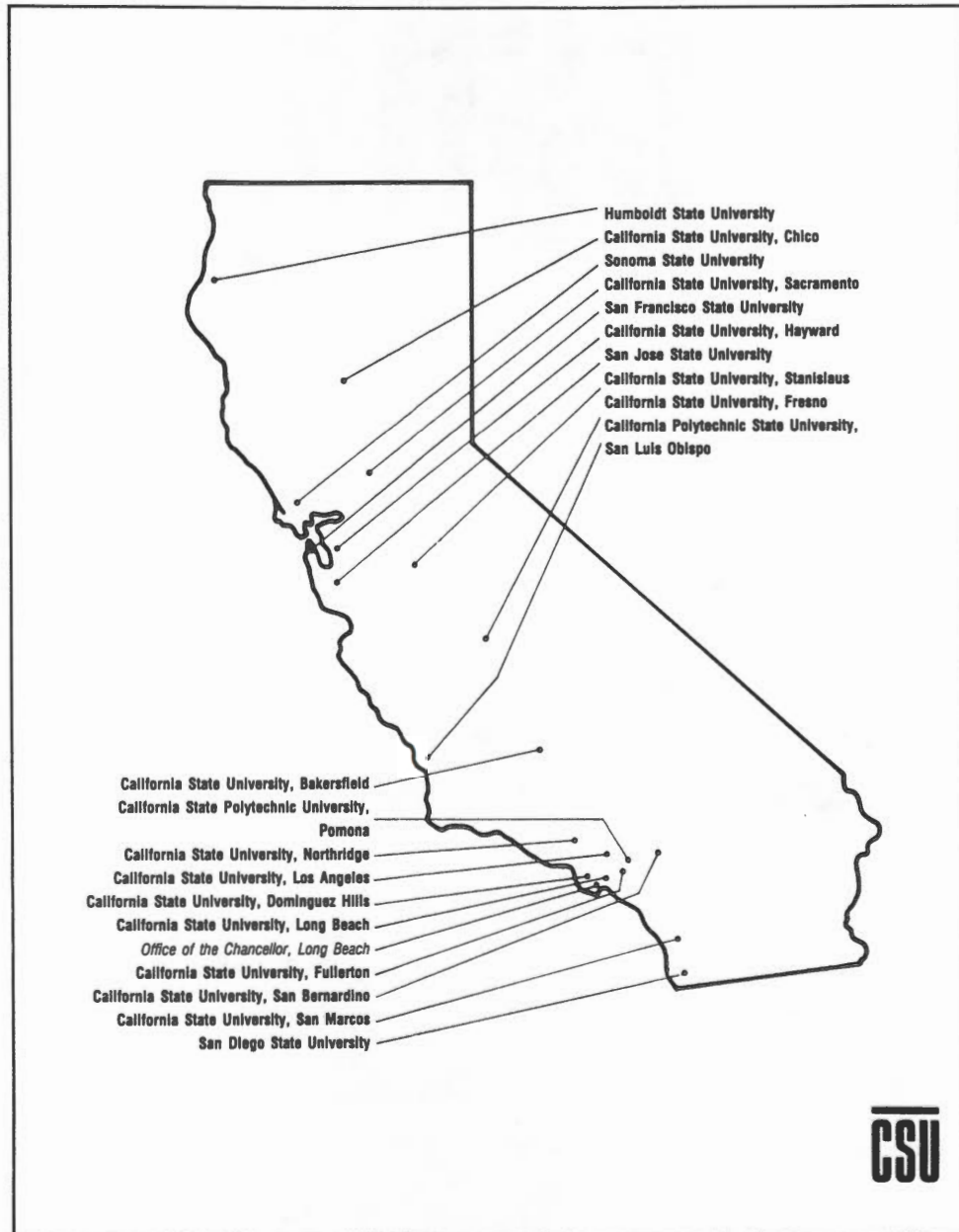
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### Summer Sessions 1993

First Session: ..... June 21-July 30  
Last day to apply for Summer Session Graduation: June 11  
Second Session: ..... August 2-August 20

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







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# The California State University

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The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became The California State University and Colleges and in 1982 the system became The California State University.



The oldest campus—San Jose State University—was founded as a Normal School in 1857 and became the first institution of public higher education in California. The newest campus—California State University, San Marcos, began instruction in Fall 1990.

Responsibility for The California State University is vested in the Board of Trustees, 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 over 360,000 students, taught by some 20,500 faculty. Last year the system awarded over 50 percent of the bachelor's degrees and 30 percent of the master's degrees granted in California. More than 1.2 million persons have been graduated from the 19 campuses since 1960.



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## Campuses—The California State University

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**California State University, Bakersfield**

9001 Stockdale Highway  
Bakersfield, California 93311-1099  
Dr. Tomas A. Arciniega, President  
(805) 664-2011

**California State University, Chico**

1st & Normal Streets  
Chico, California 95929  
Dr. Robin S. Wilson, President  
(916) 898-6116

**California State University, Dominguez Hills**

1000 East Victoria Street  
Carson, California 90747  
Dr. Robert C. Detweiler, President  
(213) 674-3300

**California State University, Fresno**

5241 North Maple Avenue  
Fresno, California 93740  
Dr. John Welty, President  
(209) 294-4240

**California State University, Fullerton**

800 North State College Blvd.  
Fullerton, California 92634  
Dr. Milton A. Gordon, President  
(714) 773-2011

**California State University, Hayward**

Hayward, California 94542  
Dr. Norma S. Rees, President  
(415) 881-3000

**Humboldt State University**

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

**California State University, Long Beach**

1250 Bellflower Boulevard  
Long Beach, California 90840  
Dr. Curtis L. McCray, President  
(213) 985-4111

**California State University, Los Angeles**

5151 State University Drive  
Los Angeles, California 90032  
Dr. James M. Rosser, President  
(213) 343-3000

**California State University, Northridge**

18111 Nordhoff Street  
Northridge, California 91330  
Dr. James W. Cleary, President  
(818) 885-1200

**California State Polytechnic University, Pomona**

3801 West Temple Avenue  
Pomona, California 91768-4011  
Dr. Bob Suzuki, President  
(714) 869-7659

**California State University, Sacramento**

6000 J Street  
Sacramento, California 95819  
Dr. Donald R. Gerth, President  
(916) 278-6011

**California State University, San Bernardino**

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

**San Diego State University**

5300 Campanile Drive  
San Diego, California 92182  
Dr. Thomas B. Day, President  
(619) 594-5000

**Imperial Valley Campus**

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

**San Francisco State University**

1600 Holloway Avenue  
San Francisco, California 94132  
Dr. Robert A. Corrigan, President  
(415) 338-2141

**San Jose State University**

One Washington Square  
San Jose, California 95192  
Dr. Gail Fullerton, President  
(408) 924-1000

**California State University, San Marcos**

800 West Los Vallecitos Boulevard  
San Marcos, California 92069-1477  
Dr. Bill W. Stacy, President

**California Polytechnic State University, San Luis Obispo**

San Luis Obispo, California 93407  
Dr. Warren J. Baker, President  
(805) 756-1111

**Sonoma State University**

1801 East Cotati Avenue  
Rohnert Park, California 94928  
Dr. David W. Benson, President  
(707) 664-2880

**California State University, Stanislaus**

801 West Monte Vista Avenue  
Turlock, California 95380  
Dr. John W. Moore, President  
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State Capitol, Sacramento 95814

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University  
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90802-4275

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

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Correspondence with Trustees  
should be sent to:  
Trustees Secretariat  
The California State University  
400 Golden Shore, Suite 322  
Long Beach, California 90802-4275

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

The 20 campuses and the Chancellor's Office of The California State University are financed primarily through funding provided by the taxpayers of California. The total State appropriation to the CSU for 1990/91, including capital outlay and employee compensation increases, is \$1,904,029,000. The total cost of education for CSU, however, is \$2,111,513,409 which provides support for a projected 274,500 full-time equivalent (FTE)<sup>a</sup> 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 \$7,692. Of this amount, the average student fee support per FTE is \$1,183. 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)	Percentage
Total Cost of Education	\$2,111,513,409 <sup>b</sup>	\$7,692	100.0
—State Appropriation	1,691,403,000 <sup>c</sup>	6,162	80.1
—Student Fee Support	324,672,787	1,183 <sup>d</sup>	15.4
—Support from Other Sources	95,437,622	348	4.5

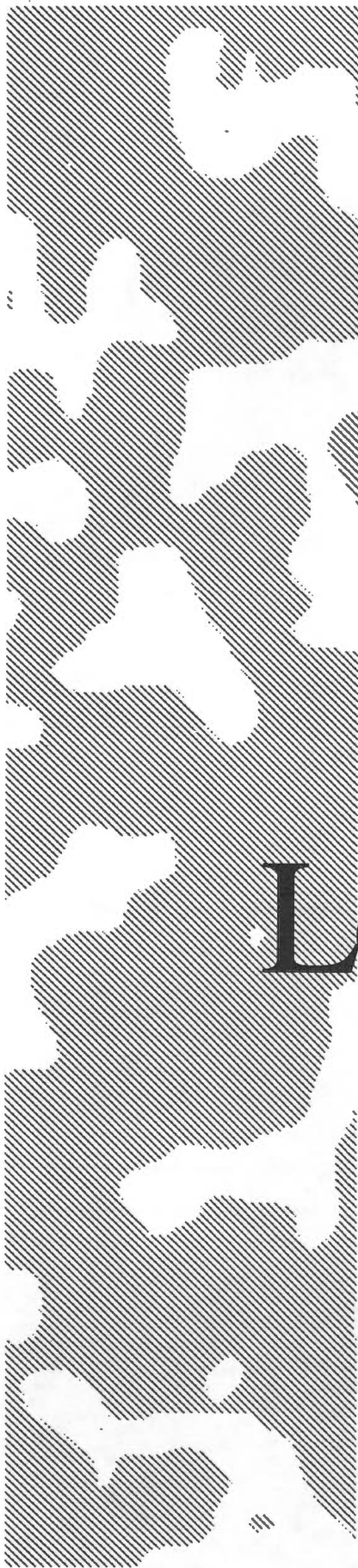
<sup>a</sup> For budgetary purposes, full-time equivalent (FTE) translates total head count into total academic student load equivalent to 15 units per term. Some students enroll for more than 15 units; some students enroll for fewer than 15 units.

<sup>b</sup> The total cost of education does not include the amount related to the capital investment of the CSU. The estimated replacement cost of all the system's permanent facilities and equipment on the 20 campuses is currently valued at \$6.5 billion, excluding the cost of land.

<sup>c</sup> This figure does not include the capital outlay appropriation of \$212,626,000.

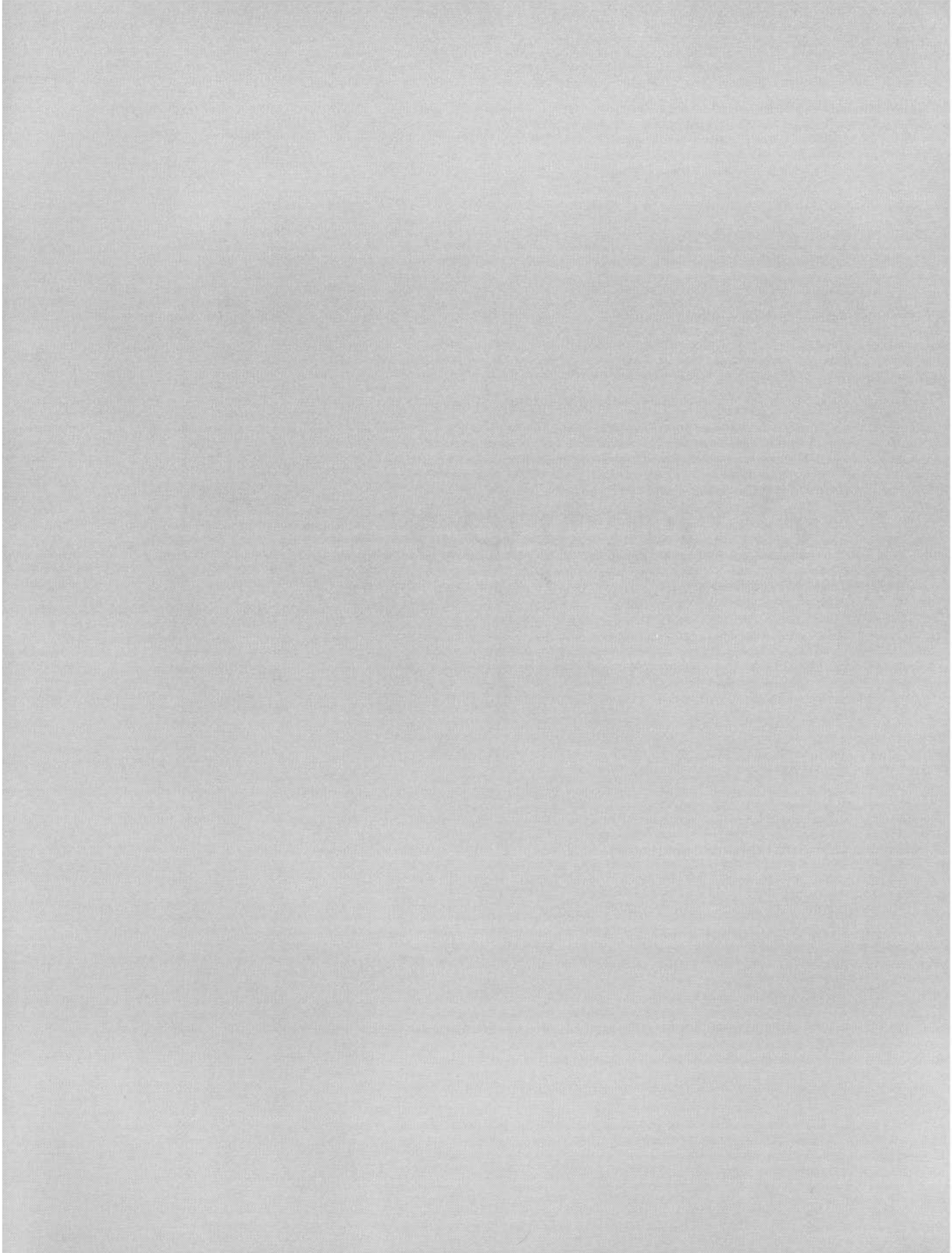
<sup>d</sup> The average costs paid by a student include the State University Fee, Student Services Fee, Application Fee, Catalog Fee and Nonresident Tuition. Individual students may pay less than \$1,183 depending on whether they are part-time, full-time, resident or nonresident students.





# Leadership



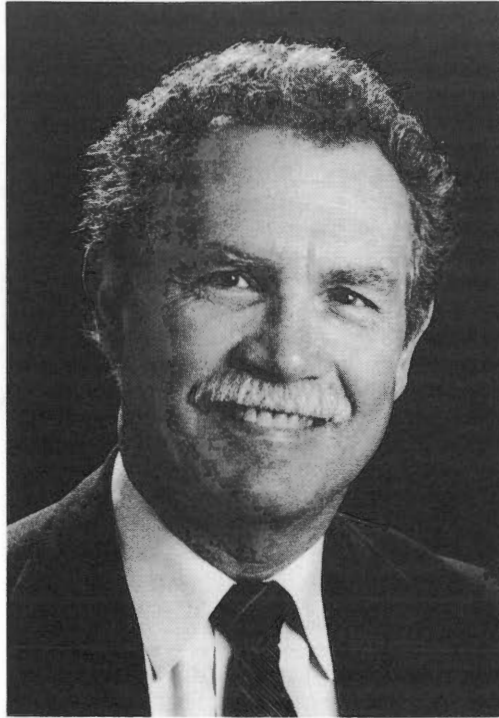




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## Letter from the President

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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.

Tomás A. Arciniega  
President  
California State University,  
Bakersfield



## Administrative Officers

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	Ph.D., State University of New York, Binghamton
Director of Public Affairs and Development .....	Forrest E. Stanley
	M.S., UCLA Graduate School of Management
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Food Services Manager .....	Buck Brown
	B.A., Arkansas College
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	B.S., California State University, Bakersfield

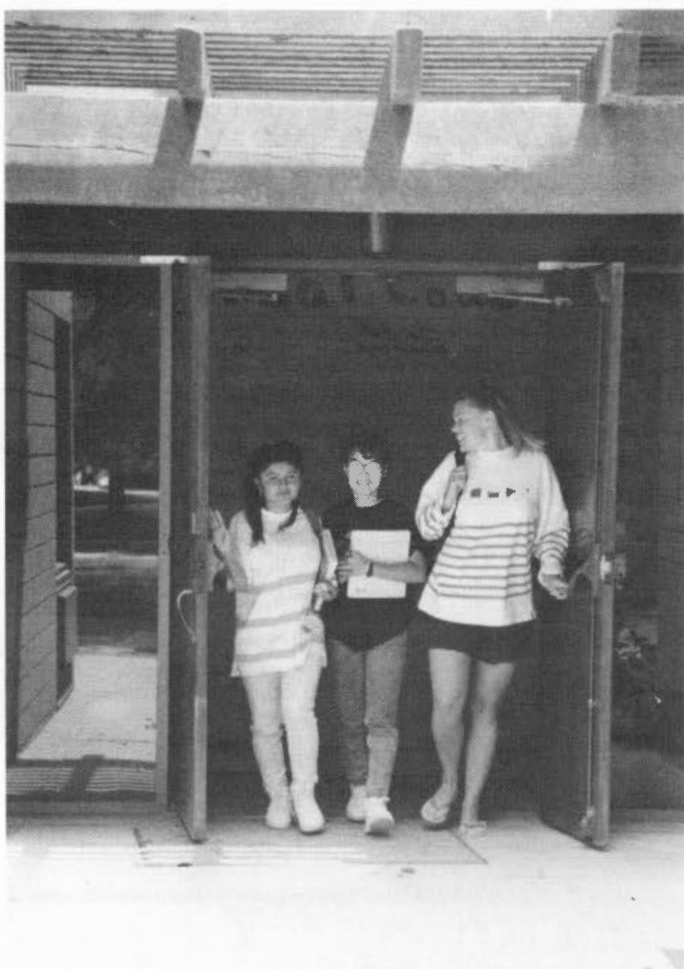
## Student Services

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	Ed.D., University of Southern California
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	Ph.D., Purdue University
Director of Orientation and Testing .....	Lydia Langner
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Associate Director of Counseling and University Ombudsman .....	Willis Hill
	Ed.D., Brigham Young University
Associate Director of Counseling and Director of Re-Entry .....	Roberta L. George
	Ed.D., Brigham Young University
Counselor .....	Vacant
Director of Disabled Services .....	Janice Tharp
	M.S., Mankato State University
Director of Children's Center .....	Diane Hendrickson
	M.S., Southern Illinois University
Associate Dean, Career Planning and Placement/Housing/Activities .....	William Perry
	Ed.D., Brigham Young University
Career Counselor .....	Thomas Kirst
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	M.S., California State University, Bakersfield
Associate Director of Educational Opportunity Program .....	Vacant



Coordinator of Outreach Services and  
 Director of Student Affirmative Action .....Edward Ochoa  
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 Director, Academic Advancement Center.....Lynece Edwards  
 B.A., California State University, Bakersfield  
 Learning Skills Specialist, Academic  
 Advancement Center.....Mimi Merrill  
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 Tutorial Coordinator, Academic  
 Advancement Center .....Deborah Stephens  
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 Assistant to the Dean of Students/Director of  
 STAAR and  
 Educational Talent Search .....Sandra Matsui  
 M.A., University of California, Santa Barbara

Program Coordinator/Counselor, Student  
 Achievement, Academic, Retention  
 Program (STAAR) .....Donald Towns  
 B.A., California State University, Bakersfield  
 Counselor, Student Achievement, Academic,  
 Retention Program (STAAR) .....Reynaldo Cuesta  
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 Assistant Director of Health Services .....Carolyn Krone  
 B.S., California State University, Bakersfield  
 Nurse.....Armanda Ghilarducci  
 R.N., St. Joseph's College of Nursing





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# California State University Bakersfield Community Boards

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## Foundation Board of Directors, 1990-91

Millie Ablin.....	Bakersfield
Joseph Anderson, M.D. ....	Bakersfield
Tomás A. Arciniega, Ph.D. ....	Bakersfield
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John L. Forney, M.D.....	Bakersfield
Adeline Frasch.....	Bakersfield
Edwards Hopple.....	Bakersfield
Margaret Moore .....	Bakersfield

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Martin J. Zaninovich .....	Delano

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Carlos Alvarez, M.D.....	Bakersfield
Reverend Oscar Anthony .....	Bakersfield
Glenn Black.....	Taft
Jorge Deltoro, M.D. ....	Bakersfield
Honorable John Lance Fielder .....	Bakersfield
Judy Fritch .....	Bakersfield
Donald Higgins, M.D. ....	Visalia
Jack Hunt.....	Bakersfield
Sherman Lee .....	Bakersfield
Margaret Lemucchi.....	Bakersfield
Robert Marshall, M.D. ....	Bakersfield
Gary Reed .....	Porterville
Menga Sanghera .....	Bakersfield

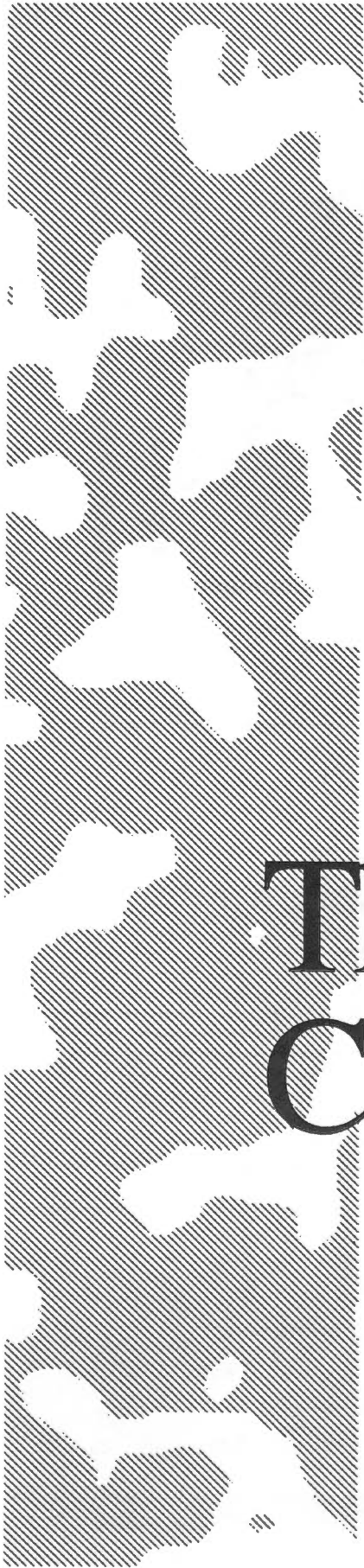
## Community Involvement

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

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

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





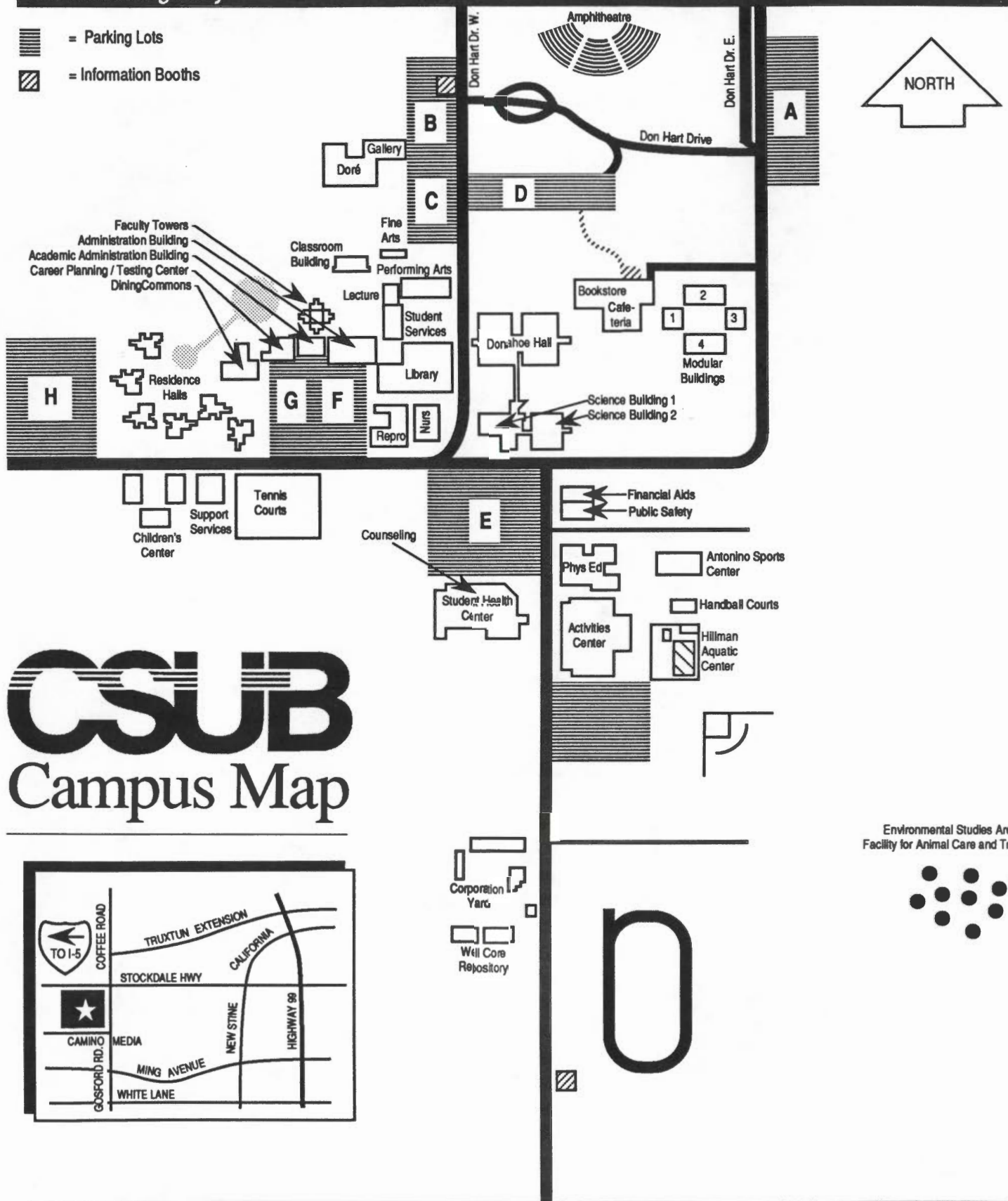


# The Campus

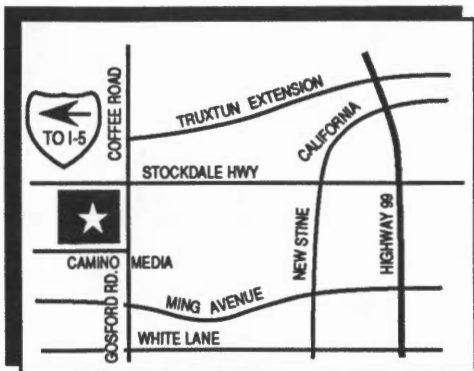


# Stockdale Highway

-  = Parking Lots
-  = Information Booths



## CSUB Campus Map



Camino Media

Artist's Fenc'ering - not to exact scale



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

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

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

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

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

At the core of the university's academic structure, the School of Arts and Sciences offers general education and majors programs in all but a few of the

traditional disciplines. The School of Business and Public Administration provides management training for students preparing to enter organizations in both the private and public sectors. The School of Education prepares teachers and provides state credential and postbaccalaureate programs for educators in its service area.

What distinguishes CSUB is the excellence of its faculty and its academic programs and the extraordinary accessibility of the faculty to students.

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

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

Approximately 5,000 students, undergraduate and graduate, are served by a faculty of nearly 300. The university operates on a three-course, three-term academic plan, under which the typical

student program consists of three courses of five quarter units each during a quarter. The academic calendar consists of three 11-week quarters, extending from September to June, and two summer sessions.

## **Accreditation and Memberships**

The university is fully approved as a four-year, degree-granting institution by the Western Association of Schools and Colleges. The Teacher Preparation Program is accredited by the California Board of Education. The Nursing Program is accredited by the California Board of Nursing Education and Nursing Registration and the National League for Nursing. The Medical Technology Program is accredited by the American Medical Association. The undergraduate and graduate programs in Business Administration are accredited by the American Assembly of Collegiate Schools of Business. The Chemistry Program is approved by the Committee of Professional Training of the American Chemical Society.

The university is a member of the American Council on Education, American Association of Colleges, American Association of State Colleges and Universities, Council of Colleges of Arts and Sciences, Institute of International Education—West Coast Region, National University Extension Association, American Association of

Allied Health Professions, National Student Exchange Program, College Entrance Examination Board, College Placement Council, Assembly of Cooperative Assessment of Experiential Learning, National Association of Schools



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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 Cal State Bakersfield 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**

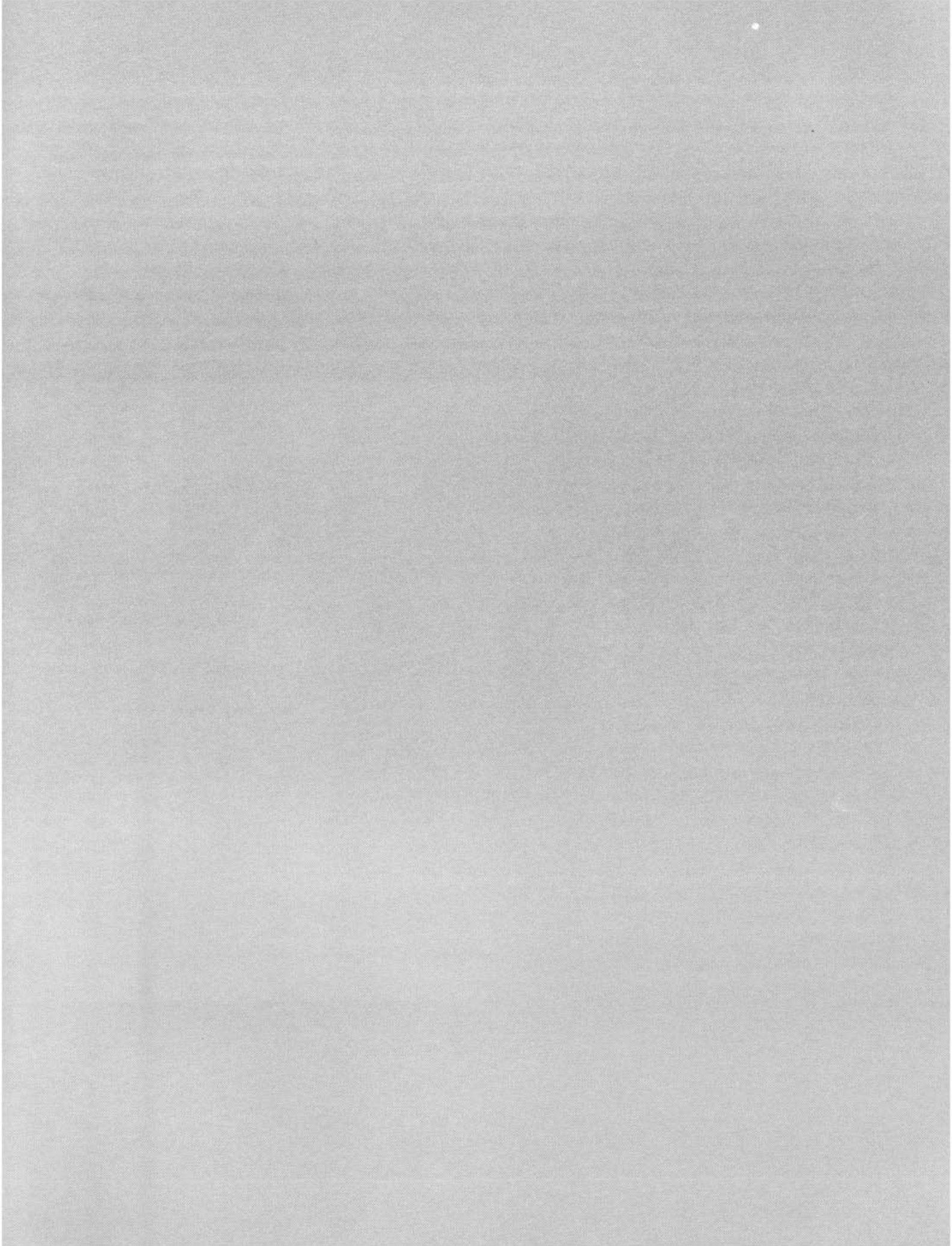
The Facility for Animal Care and Treatment was founded in response to the need for emergency medical treatment for injured animals, especially raptors and other species indigenous to the area. It has provided treatment and rehabilitation of hundreds of animals who have been injured, traumatized, or orphaned.

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.









# People Profiles



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# Anita DuPratt

Theaters in 19th century London mounted elaborate productions, especially one near the Thames River that built a moat-like structure and flooded it for the production of a sea-faring drama. Theater arts professor Anita DuPratt discovered these remarkable theatrical feats while doing research for her doctoral dissertation.

The self-described beach bunny was born in Brooklyn, New York, but her family moved to Los Angeles when she was just five years old. Resisting the temptations of sun and sand from nearby beckoning beaches, Anita graduated from Venice High School and enrolled at UCLA, entering as a math major. But, even with a strong aptitude and good grades, she found that math could not hold her interest. She discovered instead that she loved the theater, especially theater history. By a happy coincidence, UCLA has one of the finest theater arts programs in the country and so it made good sense when she changed her major and graduated with a degree in theater arts.

After a few years of work and relocation to Tacoma, Washington, Anita decided to return to school, entering

the graduate theater arts program at the University of Washington. Anita embarked upon research for her doctoral dissertation about 19th century melodrama theaters in London. She spent days in the dark and dusty corners of the British Museum library, combing the archives for records of theater productions of the period and comparing census studies and street directories of the period. Her thesis was that these popular entertainments known as melodrama theaters were aimed at particular audiences in their neighborhoods.

During their heyday, more than 30 melodrama theaters were scattered in working class neighborhoods throughout London and they catered to the tastes and interests of their audiences. For example, the Thames River theater catered to an audience of what would today be known

as longshoremen and merchant marines and featured nautical plays. They mounted elaborate productions even by today's standards and from them developed modern realistic theater.

In those days, theaters were licensed by the government and only two theaters - Drury Lane and Covent Garden - were awarded franchises for what was called 'legitimate theater,' explains Anita. The legitimate theaters were permitted to do classical theater, specifically plays by Shakespeare. The melodrama theaters developed as an entertainment for the working classes. But, since they weren't licensed to produce plays in the 'legitimate' sense, they developed a sort of hybrid theater that employed music, mime, and dance rather than the pure dialogue of legitimate theater.



Anita teaches acting, theater history, and dramatic literature classes. The student theater productions which she directs are a lively laboratory in which her students test their skills. She directs at least two plays each year and students are involved in every aspect of production, from designing sets and lighting to researching historical period

costumes. Each spring Anita directs a production which tours area high schools.

Each summer for the past four years, Anita has directed theater programs for high school and college students, the California State Summer School for the Arts and the CSU Summer Arts Program. The experience has her an opportunity to work with talented students from throughout the state and with distinguished guest artists, resulting in a cross fertilization that has proved both stimulating and productive.



It's an exciting time for Anita as students collaborate to write a script and produce a play. Last summer, she worked with renowned American playwright Lanford Wilson, author of "The 5th of July." As satisfying as that experience is, Anita is looking forward to taking a break next summer to get back to her first love: she is looking for a play to direct.

Theater has become a family vocation. Anita met her husband at school: she was teaching and he was a student! But, it's not quite as

scandalous as it might at first blush seem: Paul DuPratt was a reentry student, returning to school after a colorful career that included farming in the Central Valley, ranching in Oregon, and being a cowboy - and in one of life's remarkable leaps of faith, he decided to pursue a career in the theater.

Anita cast him in the first play she directed at CSUB. They have been together since - even when professional acting gigs take him to L.A. while her teaching duties keep her here. To share the commuting time equally, they have built their dream house in Frazier Park. Demonstrating remarkable compatibility and mutual respect, Anita and Paul find occasions to collaborate on theater projects, the most recent of which had Anita directing Paul in the Lanford Wilson drama, "Talley's Folly."



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# Dennis Guseman

His enthusiasm is infectious. In the classroom, students say, Dennis Guseman generates enough energy and enthusiasm to light up a whole city - and bring his students to attention. The marketing professor enjoys his students, he is unceasingly interested in the subject he is teaching, and he is fascinated by the process of teaching itself.

"Teaching is one of the most challenging professions that I know. It is challenging due to the great responsibility it places on the instructor to guide and influence his or her students in a beneficial manner — beneficial to the student and to society as a whole.

"I feel that it is necessary to create a supportive learning environment. This involves having a respect for the students as individuals and instilling a belief within themselves that they can learn."

The 43-year-old marketing professor was selected Outstanding Professor. Boundless energy seem to characterize his activities; in addition to teaching and advising, as well as developing a number of new marketing courses and research and writing, Dennis has committed a great deal of time in the community, including consulting and volunteer duties with United Way, Red Cross, and the American Lung Association.



"I feel that my effectiveness as a teacher is because it seems so natural for me. I thoroughly enjoy what I do. I find teaching fun, exciting, and challenging. I love marketing. To me it is so exciting and interesting - I can't get enough of it. I am fascinated with marketing and never tire of it. I also want to share this enthusiasm ... with others."

In the classroom, Dennis tries to "make the material come alive ... This sometimes requires doing the unexpected, the extraordinary, or even the bizarre. If you have to be a little silly sometimes, that's not important - having the students learn - that's important!"

His efforts do not go unrewarded. His students share his enthusiasm. They have high praise for the enthusiasm, caring, and knowledge that he brings to the classroom. "He knows his stuff and explains it well ... He has a thorough knowledge of the subject. His teaching is an excellent blending of practical experiences with classroom theories ... There is a lot of interaction between students and teacher.

He expects a lot out of us, but we somehow deliver it ... He sets high standards and yet all students manage to attain those levels ... Dr. Guseman makes learning fun. I looked forward to coming to class ... He loves his job and it shows."



"I got into the teaching profession quite by accident. I was working for Nabisco and decided that I could not see myself in the food business for the rest of my life. I happened to see an announcement for a teaching position in an alumni newsletter. I applied and was accepted for the position.

"It was my intention ... to

work for one to two years as a teacher and then to return to industry. However, during that first semester I taught I knew that I had found the love of my life - teaching. That was some twenty years ago. Today I still have that same excitement and thrill about teaching as I did twenty years when I first stepped into the classroom."



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# Steve Mitchell

Today, as historians around the world prepare to commemorate the 500th anniversary of Columbus' first voyage to the New World, Cal State Bakersfield geology professor Steve Mitchell is carefully examining data he has gathered over more than 15 years of research and field studies to determine where the 15th century Italian explorer first landed when he arrived in the New World.

Since 1975, Mitchell has been exploring the Bahama Archipelago, mapping the geologic features and studying changes in the shoreline and climate that have occurred over 500 years. For the geologist and scholar, who has studied the geology, archaeology, and history of the Caribbean and Western Mediterranean, what began as a scientific study of the geology of the Caribbean has turned into a passionate search for Columbus' fabled landfall.

The exact site of Columbus' landfall has been the subject of scholarly debate for many years. The mystery is deepened by the disappearance of the original log that Columbus kept. It vanished soon after his return to Spain. Only a single transcription of the original log survives - in archaic Spanish - although there are many modern English translations.

According to Mitchell, many historians and scientists have neglected to take into account geologic, archaeologic, oceanographic, and climatologic evidence. Most landfall theories and investigators have relied upon interpretations of sailing directions and distances as their primary reference. While Columbus was well acquainted with celestial navigation and he made extensive use of latitude sailing techniques, there are problems associated with trying to duplicate his results. His compass bearings were affected by magnetic variations of undetermined magnitude and marine currents shifted him off his mapped course.

"I felt we needed to look at all the theories and develop new and innovative approaches," says Mitchell. His approach to the mystery differs from those taken by other Columbus scholars.

Most of them have employed computerized models and simulations, tracing Columbus' route as recorded in his log or backtracking from the later well-documented Cuba landing. They have relied on interpretations of sailing directions and distances as their primary reference.

Mitchell has chosen, instead, to study geological and archaeological evidence and to reconstruct coastlines, vegetation, Amerindian villages, and microclimates as they were in 1492 for a comparison with the description provided in the log. He has discovered that shorelines have changed markedly over 500 years and that even local climates and marine currents have changed over the period, important landmarks for anyone attempting to trace Columbus' route.

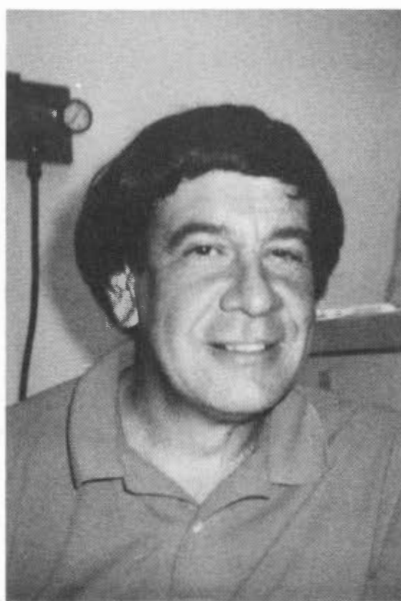
Mitchell has returned each summer since 1975 to take core samples and to docu-



ment annual changes along certain coastlines in the Bahama Archipelago. Underwater investigation by scuba divers in coral reef areas offshore has revealed potential sandy anchorages which Columbus and his party required. Divers have measured water depth and examined the ocean floor, looking for more clues.

The vegetation has changed dramatically too in 500 years. Once covered with hardwood forests which were heavily harvested, the islands were also subjected to slash and burn techniques to make way for cotton plantations. Drainage from those plantations caused significant soil run-off and further changed the shoreline and its characteristics. From core samples, he has been able to identify pollen grains preserved from 500 years ago, which will give him a better picture of the lush vegetation that existed in Columbus' time.

When Columbus arrived in the Bahamas, he visited Amerindian villages, which he describes in his logs. The Antilles were inhabited then by the Taino Indians, whose ancestors migrated from Venezuela. According to Mitchell, native populations suffered depredation during



successive visits from European explorers. Slave trade and disease made them nearly extinct within only 20 years of the arrival of the first Europeans. Today, the search continues for the remains of those Amerindian villages and what might be buried beneath the shifting sands.

Mitchell has won the support of a number of exploration and environmental groups, including the Center for Field Research of Watertown, Massachusetts and the California-based Foundation for Field Research. The two organizations recruit volunteers who pay to join field study groups around the world.

While they are amateurs, Mitchell says, they bring a host of skills and interests. Photographers, amateur archaeologists, and divers,

they take core samples, survey Amerindian village sites, and dive off the coastline to check depths and investigate reefs. Moreover, he says, they have helped to develop new techniques and approaches in the field.

Mitchell recently led a field study group into the area of southern Spain from which many early Spanish explorers were fitted out for voyages to the West Indies. There, they studied regional pottery manufacture. They also learned about ceramic manufacturing techniques and looked for clay and temper compositions unique to the region. Armed with this information, they are comparing pottery shards found in Amerindian sites in the Bahamas in an attempt to determine both the time and place of origin of European landing parties.

Mitchell admits that what began as a geological survey of the islands of the Bahamas some 15 years ago has become a consuming passion.

He continues to consider every theory, to test everything, as he says. He is currently writing a book about his own search for Columbus' landfall and what appears, at last, to be a scientifically documented solution to the mystery.



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# Homer Montalvo

When the archives of the university library are being prepared, they might want to reserve a space for Homer Montalvo. Because, he is indisputably an invaluable repository of Cal State Bakersfield history and arcana.

Montalvo, associate dean of admissions and records and adjunct associate professor of continuing education, came to CSUB in 1970, hired by founding president Paul Romberg to work in student services. At that time, Montalvo recalls, his major activity was recruiting students to the fledgling institution.

Montalvo grew up in Delano, attended local schools, graduated from Delano High School, attended Bakersfield College, then completed his undergraduate studies in social science at then-Fresno State College, where he also earned his teaching credentials. His first assignment took him to Porterville, where he taught fifth grade students. He gained a wide range of

classroom and administrative experience in schools throughout the Central Valley, where he taught math, science, and social science. He also directed a federal bilingual education research project.

Montalvo was school principal and district superintendent when he got the call from Romberg. He had met and worked with both Romberg and George Hibbard, dean of student services, when he served on a community advisory committee. During the late 1960's, intense political activism had found its way even onto elementary school campuses, as organizers of farm workers, idealistic young teachers, and community people clashed. Romberg admired Montalvo's special skills at

bringing together disparate interest groups.

Romberg first tapped him for a position in the Chancellor's Office, but then brought Montalvo on campus to assist in developing the new student services program, with a wide range of assignments from outreach and student recruitment to establishing and organizing the admissions and records office.

Even as he was working with Romberg and Hibbard to get the student services program on its feet, Montalvo was completing his doctorate at USC. He also earned a Rockefeller post-doctoral fellowship and won a Fulbright grant to study in Germany.

While the university has undergone an extraordinary



metamorphosis  
- from the  
original  
conception of  
villages to  
reorganization  
of the  
academic  
structure into  
the three  
current schools  
- the most  
striking  
developments  
that Montalvo  
has seen in the  
twenty years he  
has been here  
are the  
changing faces



of students and the growing  
presence of the university in  
the community.

"The student today is  
better prepared than the  
student of twenty years ago. I  
believe that we are beginning  
to observe the results of the  
new course pattern  
requirements," says  
Montalvo. The California  
State University adopted  
tough course requirements  
for admission, that include  
four years of English and  
three years of math, as well  
as social science, physical  
science and foreign language  
requirements. "I admit that I  
was a skeptic at first. I  
thought it would adversely  
affect access to minority

students. But, in fact, it has  
brought us better prepared  
students, minority and  
majority students alike."

Montalvo has also  
observed the 'aging' of the  
campus, which has made us a  
more 'typical' university.  
CSUB is following a national  
trend. Increasing numbers of  
older students are returning  
to school after years of  
absence, while they are still  
working in careers and  
raising families. Montalvo  
points out that the trend will  
affect the kind of student  
services that are needed and  
how they are delivered. Child  
care and career planning and  
placement services become  
increasingly important, as

well as financial aid.

Montalvo believes that the  
university has gained  
increasing acceptance within  
the community as our  
graduates have emerged to  
work in the community. He  
says some of us might have  
been impatient to improve  
our image in the community  
and tried to hasten the  
process. "Now, twenty years  
later," he says, "we are  
beginning to bear fruit.  
People ask, where is your  
product? Well, I think we can  
say with pride, this is our  
product - our students, our  
graduates, the contributions  
they are making to the  
community."



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# Cliona Murphy

As a child, Cliona Murphy's first images of the United States were brought to her by her grandmother. She recalls seeing her grandmother, dressed in somber black, depart to the U.S. to visit relatives - and, later, welcoming her return, her grandmother vividly arrayed in brightly colored clothes, with stories about big American cities and exotic foods like hot dogs. It was the beginning of a lifelong fascination with the U.S. and all things American.

Cliona was a teenager when she made her first visit to the U.S. Her father, an historian, university professor, and politician, was teaching at a school in Virginia. When Saint Patrick's Day arrived, Cliona, her mother, father, and sister were guests at a party and when they arrived at the party, they were startled to see everyone dressed in bright green for the occasion. "We never do that in Ireland," says Cliona. "The Irish in America have a romanticized view of Ireland, sometimes they have a nostalgia for an Ireland that doesn't exist."

Now the 33-year-old history professor has an opportunity to observe Americans at close range - and while her affection for

the country has not diminished, her view of America has broadened considerably. She has come to appreciate the great diversity among Americans and the subtle but significant differences between Americans and the Irish.

"You know, people think that we're alike, that there really aren't great differences [between Irish and Americans], just because we speak the same language, but that isn't so. It's the same mistake they make with the British." She describes the wide ranging differences among the British, Americans, and Irish. "Of course, the Irish consider themselves quite apart from the British," she says, but she points there are also great differences between the

British and Americans and between the Irish and Americans.

One of the things that struck Cliona when she arrived in the U.S. was the great diversity among Americans. She contrasts that melting pot and hodgepodge of many different cultures and languages which is emerging in the U.S. with Ireland. Ireland is culturally unified, says Cliona, and because it is a small island, it has led to insularity among the Irish. Still, the Irish are well-educated and take a lively interest in politics.

Ireland is still struggling to strengthen the economy. In the early half of this century, it was laborers who emigrated, seeking better opportunities. Nowadays, it is the



educated and professional class who are leaving the country for better jobs, creating a serious brain drain for

Ireland. Even the government's well-publicized efforts to attract foreign investment has had little effect, says Cliona. Foreign investors are abandoning the well-educated and well-paid laborers of Ireland for the cheaper labor of Asia.

With only three-and-a-half million citizens, who share a language and a cultural heritage, Ireland is a remarkable country. Pulled by two opposing forces, the progressivism of the Irish nationalist movement and the conservative Roman Catholic tradition, Ireland is often a contradiction. So, while Irish women won suffrage before either American or British women, divorce remains illegal. Cliona says that when she began her graduate studies, women's studies were a new academic discipline still struggling to win acceptance and she met some resistance within conservative academic



circles as she was working on her doctoral dissertation about the Irish women's suffrage movement.

Cliona's research led to the discovery of a long-ignored but surprisingly vigorous women's movement during the late 1800's and early 1900's in Ireland. It was affiliated with the much better-known Irish nationalist movement. Reconstructing from letters and diaries of women who were involved in the movement, Cliona learned much about the women's movement of the period and later a book emerged from her research.

Cliona's father is a well-known historian and politician in Ireland, which prompted Cliona to seek the anonymity of American university life. Even though she majored in history at the University of Cork, where her father is a distinguished member of the history faculty, Cliona carefully avoided classes taught by her father. Eager to assert her independence and be judged

on her own merits, she sought the opportunity to study in the U.S. at the State University of New York at Binghamton.

"University life is so different in the United States," says Cliona. "Graduate students in Ireland do not take any classes, all their work is independent study and research, they meet with their advisers maybe once a month, maybe only once a year!" She says she prefers the way graduate studies are conducted in the U.S. "It is really invigorating to study in the U.S., to take classes, and to meet and talk with other graduate students." Cliona came to CSUB to teach European history and women's studies. While she concedes that Irish students are better prepared for college studies, she has found her American students, especially those majoring in history and her graduate students, well-prepared, articulate, and enthusiastic. Perhaps it is some of her enthusiasm that rubs off. Cliona says frankly that she 'loves history.' She says that history is more than a job for her, she says she 'lives and breathes history.'



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# William Earl Edwards, Jr.

He says repeatedly that he likes to be 'in control' — that that is what motivates him, what has driven him to excellence and won him a place in one of the toughest, most selective law schools -and the next moment, he says he's going sky-diving.

William Earl Edwards, Jr. is entering Boalt Law School at the University of California at Berkeley. He was student speaker at last commencement, where he exhorted the Class of '91 to make a difference in the world they are inheriting.

An economics major, with a minor in business administration, Edwards earned a 3.65 GPA while taking course overloads — sometimes as many as 22 units —every quarter so that he could graduate in four years. His most memorable class was a statistics course, dreaded by everyone for wreaking havoc on GPA's. Edwards waited a whole year so that he could take the course taught by reputedly the toughest, most rigorous faculty member. He got the

only A in the class.

Clearly, this is a young man who likes to be in control. He admits that he is attracted to the element of risk, that the hint of danger does appeal to him - but that he is confident when he takes on a new challenge. He credits his success to early education and teachers, modestly avoiding the obvious explanation of aptitude, character, and self-discipline.

Disarmingly, he lists his schools - starting from "The Little Red Schoolhouse" to Longfellow School, Nichols, and Washington Junior High School to East High School." At East, he ran for freshman class president and won, took honors courses, played football and track, then was elected student body

president his senior year.

He recalls that his first visit to CSUB was during a campus tour taken by his fifth grade class. But, he never came back - until it was time for him to start college — and that time he got lost.

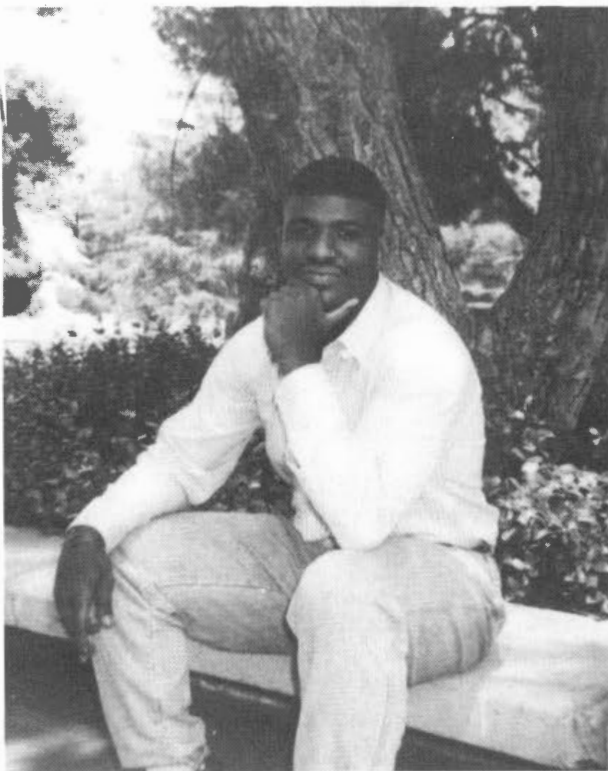
"My mother and I got lost coming out here!" He laughs when he remembers. "We got to Gosford and we made the wrong turn. I can't believe this - we're asking some farmer for directions to Cal State!"

He admits that his decision to come Cal State Bakersfield was strictly fortuitous. He says he never applied anywhere else and never considered going to school elsewhere. He says he was happy at home and didn't feel the urge to leave home and get away. His parents were



satisfied with his decision as well. His father is pastor of the Calvary Baptist Church and his mother works for the Employment Development Department. The oldest of six children, Edwards demonstrates the resolve and responsibility of first-born, but has a disarming humor that doesn't take itself too seriously.

Restlessly inquisitive, Edwards has made even the summer vacations count. He got a taste of college life the summer before he entered when he took part in the Summer Bridge program. After his first year, he was a Summer Bridge counselor. After his second year, he attended a summer public policy program at the University of Michigan at Ann Arbor, where his ideas about a career in public policy were crystallized. Last summer, he interned with U.S. Representative Bill Thomas in Washington, D.C. He helped with constituents'



problems and he researched and wrote a paper about GATT and farm subsidies.

When he entered CSUB, he planned to transfer after two years to study engineering. But, he admits, Calculus II sabotaged those ambitions and meanwhile, he took micro- and macro-economics classes simultaneously to fulfill general education goals - and discovered both an aptitude and an interest in the field. By this time, he was also considering law school.

Edwards says that his four years at CSUB have surpassed his expectations. He is grateful for the opportunity to work with

teachers in a one-to-one relationship and he points out that the support services - from tutoring to financial aid - are important to students' success as well.

Still restless and inquisitive, even with an overload of more than 20 units, Edwards decided to take the CBEST and was a P.E. coach and teacher's aide during his senior year. Returning to the elementary school classroom, Edwards observed teachers and how students respond and how it affects their self-perception and self-esteem.

He remembers that when he was taking honors courses in high school, he saw that many of classmates were assigned to auto shop classes, and it made him think about the contrasting differences in their educational opportunities and experiences.

Edwards says he understands that education is a privilege, not a right, and that he thinks of this when he is in the classroom. He never takes it for granted and he doesn't want to waste or squander the privilege.



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# Beau Redstone

Beau knows this: he has wanted to play for Cal State Bakersfield since he became a fan of Roadrunner basketball as a youngster watching the young team play at the Civic Auditorium - long before CSUB had its own gym.

The 21-year-old senior will play his final season with the Roadrunners as a seasoned veteran of three winning seasons. When he was a freshman, Beau led the Roadrunners to the regional finals and in his second year of play, he joined the team as they made their first trip to Springfield, Massachusetts, where the Roadrunners won a place among the Elite Eight. CSUB went on to the finals to play two-time national champions, Kentucky Wesleyan. Last year, the Roadrunners returned to Springfield, falling to University of Bridgeport in the semi-finals.

Beau's career at CSUB has been a drama of shattering old records and setting new ones. As a freshman, Beau tied a Roadrunner record for most rebounds in a game and as a sophomore he set the school record for most

rebounds in a season. Last year, Beau was selected Most Valuable Player, he was top rebounder for the team, he earned the highest field goal percentage, and he was named to All League and All Tournament teams.

Beau attributes the team's success to the winning ways of coach Pat Douglass. "Pat is an excellent coach. I've learned a lot from him and I'm still learning. You know, when I came here from high school, I thought I knew a lot, but there's still so much more to learn. The coach is very intense, he expects a lot from his players. He's easy to get along with, but he's also very disciplined. He wants the best from us - and he expects us to give 110 per cent."

And Beau knows discipline. For Beau, playing basketball is virtually a year-round discipline. He begins

conditioning in September. Team practice begins in October. By November, they are already into non-conference play. Conference play starts with the new year and, depending upon their success, which has been outstanding during the past three seasons, the team will continue with post-season play into March.

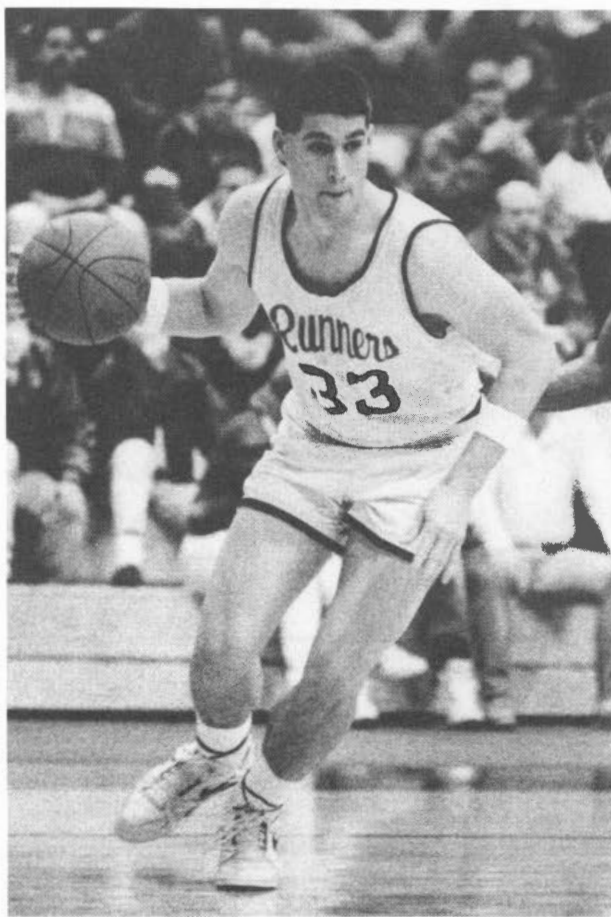
During the summer, Beau keeps in shape with weight training and pick up games. He also participates in basketball camp programs. Last summer he taught and coached at a basketball camp at the University of San Diego, working with seventh and eighth grade youngsters of varying abilities and motivation.

It was good preparation for what the physical education major can look forward to when he graduates and begins teaching and coaching,



as are his goals. He says some of the kids were enthusiastic, but others at first acted as if they didn't really want to be there. One of the biggest challenges was motivating those kids and, he says, by the end of the season, he could see the progress they - and he — had made.

A Bakersfield native, Beau attended local elementary schools and graduated from Bakersfield High School, where he lettered in three sports. He played tight end on the Driller football team. With the gridiron season barely over, he donned blue and white again to play center for the basketball team and then with just time



enough to spare, manned first base when baseball season rolled around. It was tight, but year-round play was possible in high school sports.

Sports have always been important to Beau. As a youngster, Beau developed his talent with good training and discipline. Competitive play began when Beau started playing JBA baseball when he was just eight years old. Highly motivated, he has tempered his keen competitive spirit with a love for sports.

About his earliest experiences with Roadrunner basketball, Beau says, "I was a fan as early as I can remember. As a kid, I used to watch the games at the Civic Auditorium." When it was time for him to consider college, he knew he wanted to come to CSUB. "I had always heard good things [about the university]. My brother graduated from CSUB and got his teaching credential here too. The basketball scholarship helped me make the decision."

Beau expects to graduate this year with a degree in physical education and then he plans to earn his teaching credential. He wants to teach and to coach. From his own experience with the youngsters at camp, he has discovered the reward in those responsibilities. "The neat thing about coaching is seeing the growth in kids."



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# Yan Wang

Yan Wang arrived in the United States just one day after the Chinese government ordered the People's Army into Tian An Men Square to crush the students' democratic movement. The 28-year-old graduate student counts herself fortunate to have escaped the brutal repression and to have won an opportunity to study abroad.

"Following the [repression of the] students' democratic movement, the Chinese government has become much more restrictive about students travelling and studying abroad," says Yan. Students studying overseas and especially in the United States bring home subversive ideas about democracy, capitalism, and questioning authority.

"In the United States, education is so different from [education in] China," says Yan. "Here, emphasis is placed upon independent study, intensive discussion and writing, self-study and discipline. In China, education is very structured, the professors lecture from detailed notes, and they expect students to repeat back everything they have been taught. Discussion and debate are not encouraged, creative thinking is not encouraged."

"I enjoy the system here, because it develops your ability to think and to make your own decisions, it trains you to be more responsible, to set your own priorities and make your own decisions. In China, the government dictates what you do, you are just a part of the collective group, you are not trained for individual responsibility. Here, there is more freedom and individualism."

It took remarkable courage and determination for Yan to come to the United States to study. The Chinese government restricts the number of permits it issues to citizens to travel abroad. According to Yan, there is a waiting list of 1.5 million Chinese applicants who wish to travel to the U.S. Without state sponsorship or a university fellowship, her challenge was even more formidable.



Yan sent applications to schools throughout California and sought the help of an American family she had befriended as a tour guide in China. They agreed to sponsor her stay in the U.S. Yan's fluency in English helped her and the advice of a U.S. consulate employee helped her to select a field of study. He counseled her to study business and international trade.

Studying marketing is a



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bold decision for a citizen of the world's largest centrally-planned economy. Marketing is indeed a foreign concept in China and, according to Yan, the subject is not even taught in the universities.

But, taking chances has been rewarded. Yan has earned a 3.7 grade point average while taking a full course load and working nearly 40 hours a week. She credits her teachers. "The professors here have been very kind and helpful; they are very supportive and patient, very encouraging."

Yan was born in Xian, near one of the largest archaeological sites in China, where the magnificent armies of clay soldiers were excavated. Her family moved to Nanjing, where Yan attended elementary school and high school. Nanjing, with 4.5 million residents, is the capital of Jiang Su province, considered the most prosperous in all China. Rich in natural resources, the province has a diversified economy. Silk, cotton, rice, and grain are cultivated and an important textile industry has developed, as well as a burgeoning technol-

ogy industry.

Her parents work in the Jiang Na Optical Instrument Cooperative, where her father is deputy director and her mother is sales manager. They both attended the South China Institute of Technology and served in the army. Her younger sister is a graphic designer.

Yan admits that initially her parents were less than enthusiastic about her coming to the U.S., primarily because of the distance and the radical cultural differences, but once she made clear her determination, they were supportive. It was her parents who had encouraged her to study English, which she began when she was 12 years old. They even hired a private tutor to help develop her fluency.

When she turned 18, Yan took the national college entrance exam, as all Chinese students who wish to attend university must, and then began her studies at the Shanghai Institute of Tourism, established in 1978, when the reform-minded government of Deng Zhao Ping was beginning to open

China to foreign contact, through trade, tourism, and cultural exchanges. The four year program entailed three years of classroom study and a year of field work and training.

When she graduated, Yan was assigned to the government-run international travel service, where she was a tour guide and interpreter. The job enabled her to travel throughout her vast homeland and to meet many foreigners. Americans comprise the largest group of overseas visitors to China, followed by Japanese, Germans, Australians, and British.

"In China, we consider the United States a model for the whole world," says Yan. She emphasizes that it is not merely because of capitalism and the abundance of material goods. "It is **democracy** that makes this country great."

Yan remains optimistic for the future of China. She believes that a younger generation of leaders will emerge who are receptive to democracy and capitalism. She wants to be a part of that, building a new China.



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# Mark Wicks

Mark Wicks figures he has learned a lot from his involvement with student government. In fact, he says, he has learned as much about human behavior and group psychology, as well as valuable personal lessons in patience and cooperation, as he has learned in the classroom

"You know, when I first got involved in student government, I was so impatient. I figured that everyone should drop whatever he was doing and work on my project and I expected to see results in a few weeks! I have learned that sometimes your priorities aren't others' priorities and what you see as important and urgent others just don't see that way. And I've learned that to get things done, you have to work with the group. An individual can't just push his own personal project. Maybe it was my training in swimming, I always stressed personal goals and achievement, not group goals."

Mark came to Cal State Bakersfield to swim. Recruited by CSUB swimming coach Ernie Maglischo while he was competing with his winning community college team, Golden Valley Community College in Huntington Beach, Mark chose CSUB

over several other schools with strong swimming programs.

The 24-year-old business administration major was born in Newport Beach. He grew up in Costa Mesa and graduated from Estancia High School in Costa Mesa. While swimming for Golden West, Mark met the Roadrunner's renowned swimming coach. Impressed by Maglischo's dedication and his winning record - "Ernie is a great swim coach!" - Mark came to CSUB to compete as a distance freestyler, in 200, 500, and 1650 meter races.

ASI, as Associated Students, Inc. is better known, gets involved in a wide variety of student issues. They are directing the effort to build the student union, from concept and design, selection of architect, to financing of the \$2.6 million project.

"The student union will be entirely paid for by students! It's a great thing that students

voted [for the increased assessment]." The student union is important to the university, because it provides a place for students to get together, says Mark. It will form a focal point for student activities and help to define the student community.

ASI also gets involved in important issues that affect students, such as the state budget. With the state of California facing a \$14 billion deficit, drastic measures are being proposed to balance the budget. Mark attributes the current budget crisis to a combination of poor planning, greater demand for public services, and an unwillingness to raise taxes. As an example of poor planning, Mark cites the tax rebate which the governor gave back to taxpayers a few years ago, even though it was already apparent that a 'revenue shortfall' was looming.

The governor recently announced his proposed





budget, including a 20 per cent fee hike for CSU students. Mark says that the California State Student's Association, the confederation of student associations throughout the CSU, is fighting the proposed fee hikes, citing recently enacted legislation that limits student fee hikes to not more than ten per cent annually.

When his eligibility expired, Mark says, he got serious about school. After 12 years of swimming competitively, which required four to five hours daily workout, five or six days a week, he was 'burned out.' College swimming left him only an eight to 10 week break during the year.

He concentrated on his studies and he looked for other opportunities to get involved. "I had all this energy and I didn't know how to focus it. I wanted to give something back [to school], since I'd gotten an opportunity," says Mark,

grateful for the swimming scholarship which provided him with a college education. "Student government was an opportunity to serve."

Mark first became involved with ASI a few years ago when he was elected comptroller. As chief fiscal officer, he learned not only about student finances but also about the state budget process, including the lengthy and sometimes fractious negotiations that occur along the way to developing a state budget. During his tenure as comptroller, the ASI enacted the biggest allocations in its history for student programming. When he was elected president, Mark says he had an agenda - to provide service

to students. That means that he will lobby for academic programs as well as activities ordinarily considered extra-curricular. Mark cites the major concerns of his presidency: ethnic diversity and equality, developing and expanding the academic program to meet all students' needs, building the student union, and helping to develop the new university library.

Mark is also active in his fraternity, which he helped to establish on campus a couple of years ago. The Greek system has a lot to offer, he says, in the way of personal growth and social interaction. "They are friends and family."

Meanwhile, student government makes continuing demands on Mark's attention and time. He estimates that he puts in 20 to 30 hours a week on ASI business, including seven to eight hours of meetings, as well as evenings and weekends. But, Mark considers it well worth his while.

"We do have a lot of influence on the campus. Students help to make the institution work. We're instrumental to the university."



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# Ann Williams

When three-year-old Samantha Brown enrolled in the Children's Center, she earned a unique distinction at the university. She is the fourth generation of her family currently attending Cal State Bakersfield.

Samantha's mother, Ann Williams, entered Cal State Bakersfield this year. She fit the profile of a typical reentry student: 32 years old, a single mother returning to school after five years absence, ten years experience laboring at an improbable variety of jobs from waitress and book-keeper to heavy equipment operator.

Ann is following in the footsteps of her mother and grandmother, schoolteachers who together have more than half a century of classroom experience and who are pursuing special education credentials at CSUB. And, even though she is determined to strike out on her own - initially, Ann swore she would not become a teacher - her legacy is catching up with her. She says she would like to continue her studies in psychology, earn a doctorate, and eventually, to teach - at a

university.

Certainly, teaching - and learning - is in the environment as three-year-old Samantha is growing up. With three generations of educators preceding her, Samantha is surrounded by strong-willed and independent-minded women. Her great-great-grandmother was an early advocate of the aged, organizing senior citizens groups in southern California - when she was in her 60's!

Now attending Cal State Bakersfield, Samantha's great-grandmother, Delma Benson, 82, came out of retirement recently after 40 years of classroom teaching. Delma was born in Oklahoma. Her father worked for the Internal Revenue Service and the family moved often as she was growing up. Delma graduated from high school in New York City and planned to attend Barnard

College, the women's college of Columbia University, but when school officials learned she was only 16 years old, she was refused admission.

So, instead, she enrolled at a teacher's college in Detroit. There, she earned her teaching degree in two years. At 18, she got her first teaching job in Texas. She moved to California, enrolled at UCLA where she graduated in 1932, right in the midst of the Great Depression. Among 400 applicants, Delma was offered a teaching assignment in Mojave.

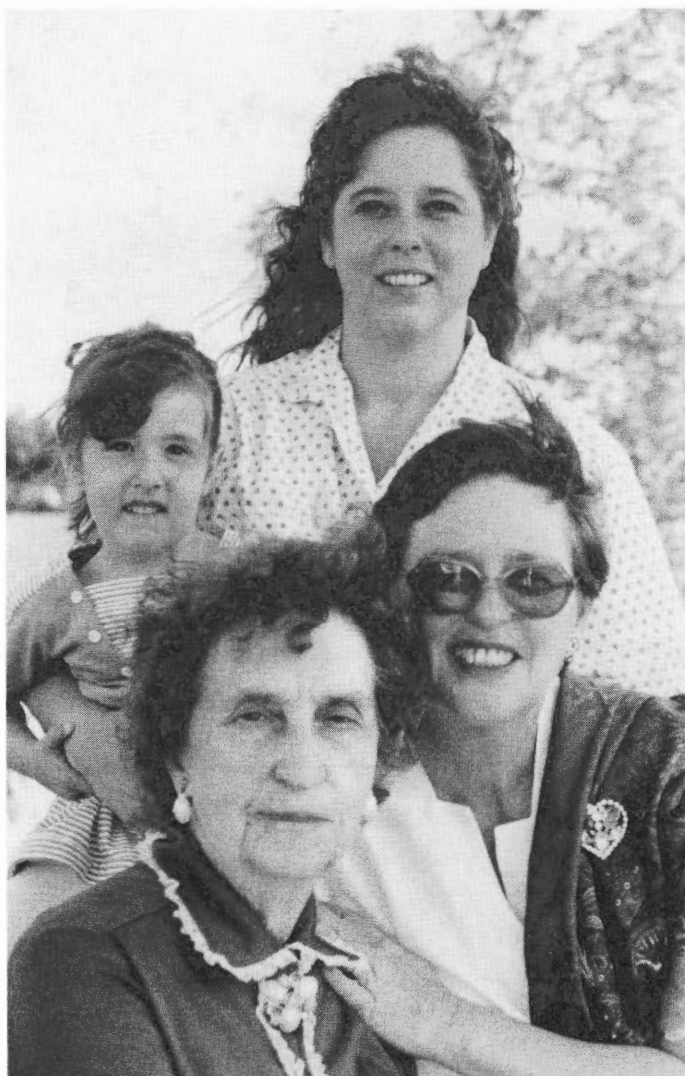
Samantha's grandmother, Lorraine Walker, 52, teaches at Wasco Union Elementary School and Thomas Jefferson Junior High School. Lorraine was born in Mojave where her mother had gotten her first California teaching assignment. She attended local schools and graduated from Bakersfield High School,



then enrolled at Bakersfield College and graduated from the Bakersfield center of then-Fresno State College.

Lorraine still lives in the house where the family lived when her mother, Delma, relocated to Bakersfield -for her new teaching assignment in Greenfield. Then, Greenfield School comprised six classrooms; now, the district encompasses six schools!

Both grandmother and great-grandmother have lifetime credentials and both came out of retirement to do substitute teaching. They have wide experience



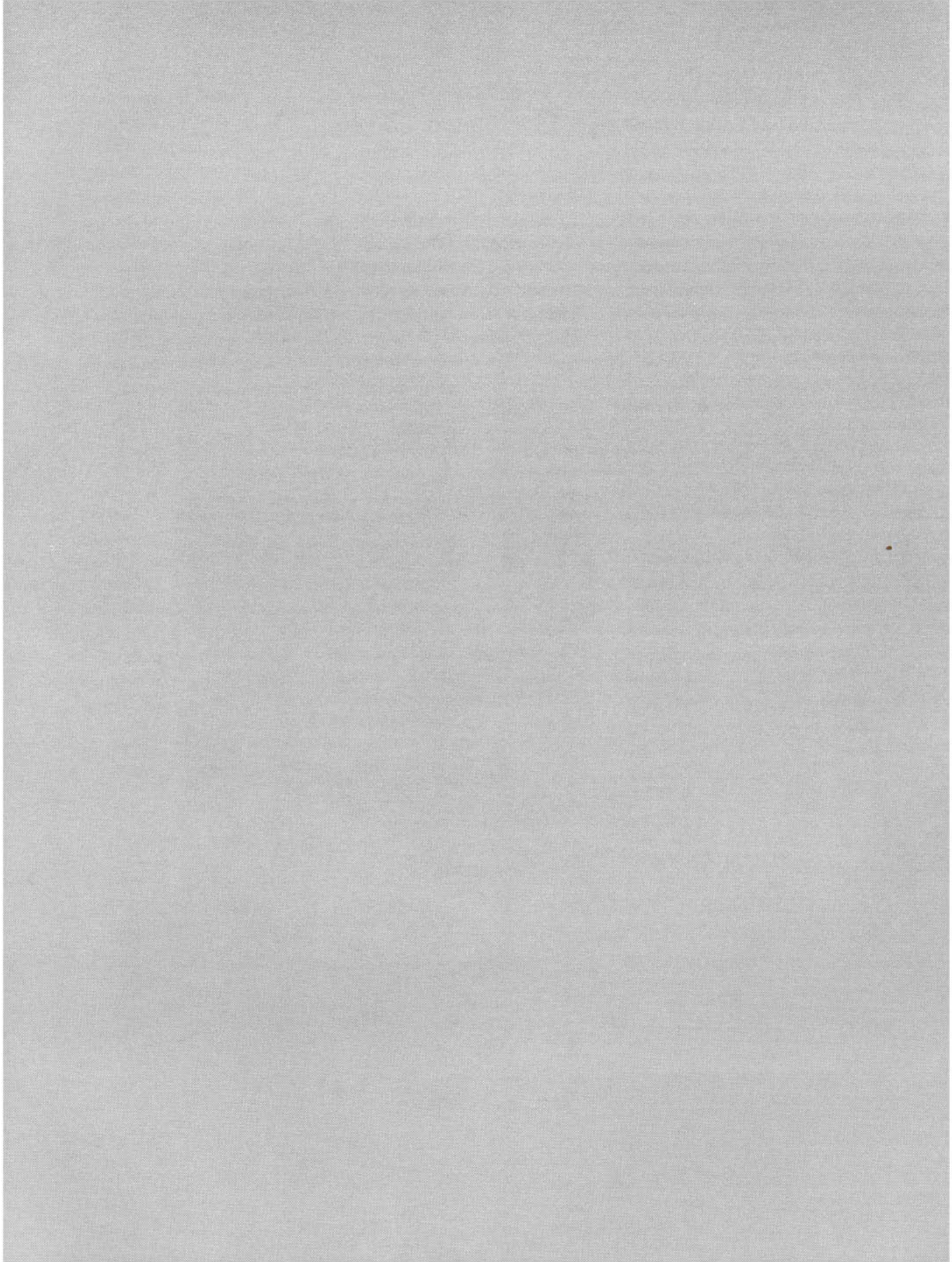
working with learning handicapped children. As Delma describes it, these youngsters were known as 'difficult' and, although they demonstrate normal or even higher intelligence, they were often written off as 'behavioral problems' when she first started teaching.

But, to Delma, they are a special challenge and one well worth the extra effort. She gets genuine satisfaction watching these troubled

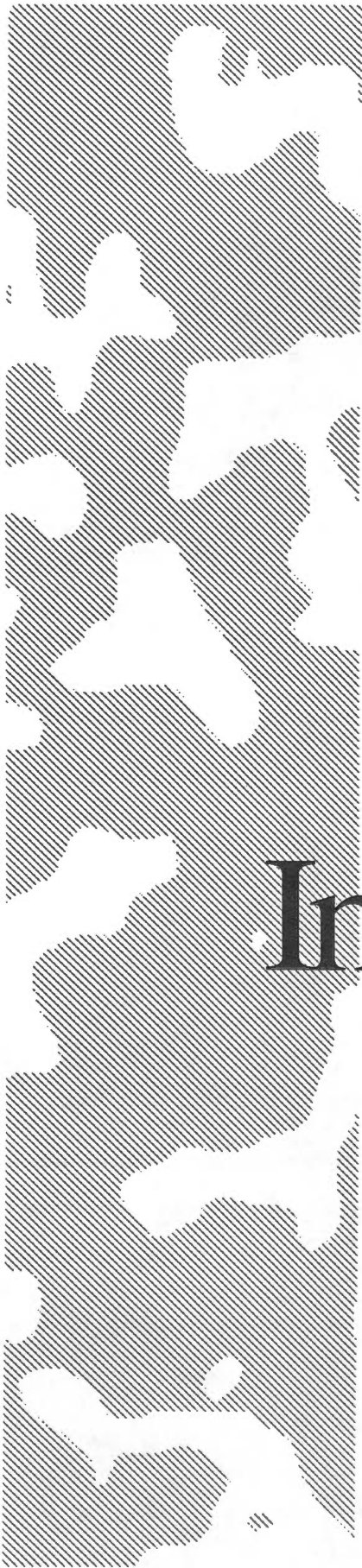
youngsters, who come to the classroom too often burdened with family problems, achieve some success. Delma brings compassion and common sense to the challenge, never condescending or patronizing as she gets involved in the family problems as well.

Lorraine, likewise, gravitated toward these youngsters. Like her mother, she enjoys working with these children and their families and watching as they make progress in the classroom. Delma and Lorraine decided to return to school to earn their special education credentials for teaching the learning handicapped. Out of a lifetime of teaching and taking an interest in children, both women have chosen to work with children with behavior problems that make learning difficult and teaching especially challenging.



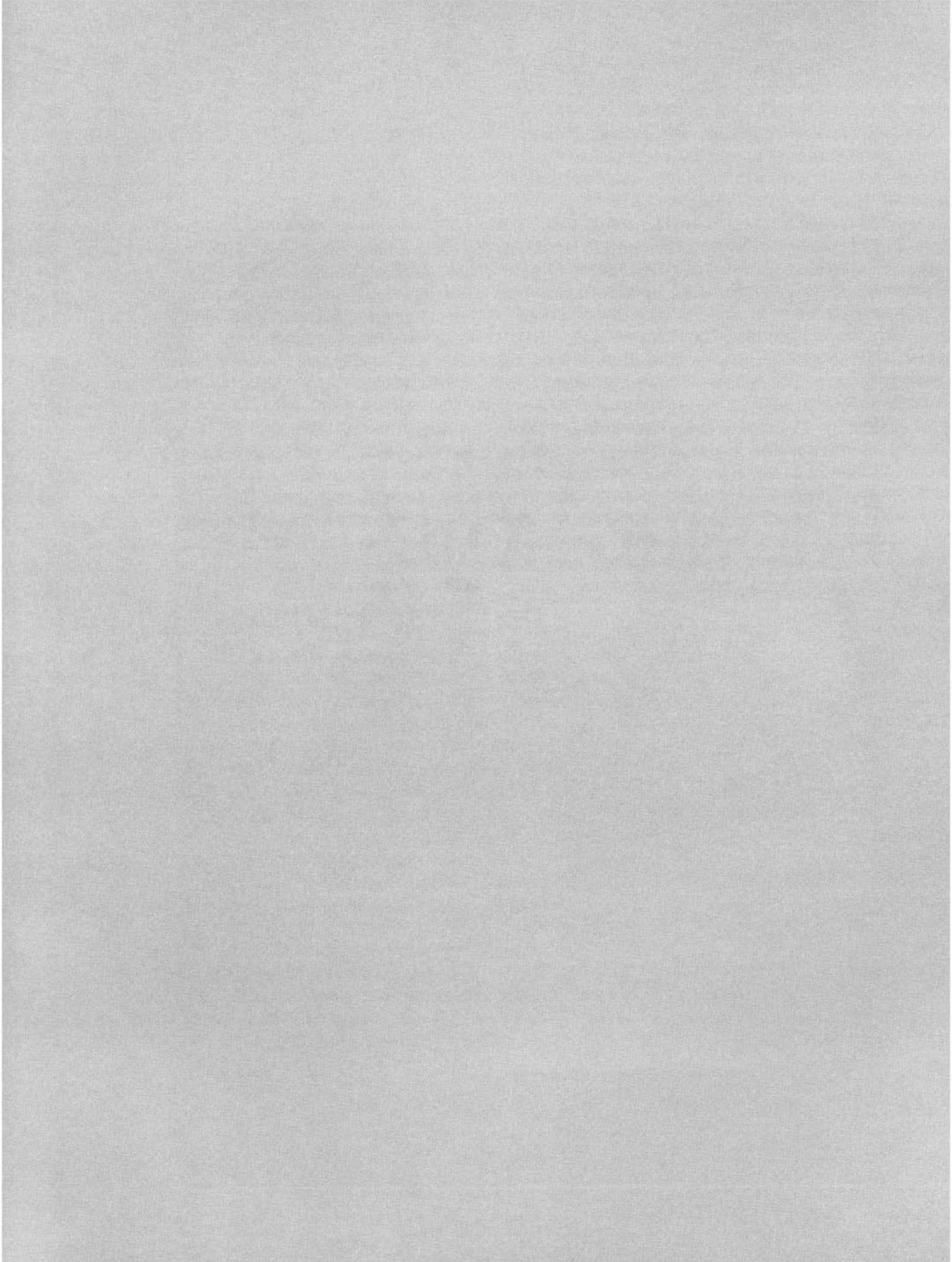






# Information







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

## Importance of Filing Complete, Accurate, and Authentic Application Documents

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

## Application Filing Periods

<i>Terms in 1991-92</i>	<i>Applications First Accepted</i>	<i>Filing Period Duration</i>	<i>Student Notification Begins</i>
Summer Qtr. 1991	Feb. 1, 1991	Each campus accepts applications until capacities are reached.	March 1991
Fall Sem. or Qtr. 1991	Nov. 1, 1990	Many campuses limit undergraduate admissions in any enrollment category because of overall enrollment limits. If applying after the initial filing period, consult the campus admission office for current information.	Dec. 1990
Winter Qtr. 1992	June 1, 1991		July 1991
Spring Sem. or Qtr. 1990	Aug. 1, 1991		Sept. 1991

## Application Acknowledgment

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

## HARDSHIP PETITIONS

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

## UNDERGRADUATE APPLICATION PROCEDURES

Prospective students, applying for part-time or full-time programs of study, in day or evening classes, must file a complete application as described in the admissions booklet. The \$55 nonrefundable application fee should be in the form

of a check or money order payable to "The California State University" and may not be transferred or used to apply to another term. Applicants need file only at their first choice campus. An alternative choice campus and major may be indicated on the application, but applicants should list as an alternative campus only that campus of The California State University that they can attend. Generally, an alternative major will be considered at the first choice campus before an application is redirected to an alternative choice campus. Applicants will be considered automatically at the alternative choice campus if the first choice campus cannot accommodate them.

## GRADUATE AND POSTBACCALAUREATE APPLICATION PROCEDURES

All graduate and postbaccalaureate applicants (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete application as described in the admissions booklet. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$55 nonrefundable application fee. Since applicants for postbaccalaureate programs may be limited to the choice of a single campus on each application, redirection to alternative campuses or later changes of campus choice will be minimal. To be assured of initial consideration by more than one campus, it will be necessary for any applicant to submit separate applications (including fees) to each. Applications may be obtained from the Graduate Studies Office of any California State University campus in addition to the sources noted for undergraduate applicants.

## IMPACTED PROGRAMS

The CSU designates programs as impacted when more applications are received in the first month of the filing period than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted only at some campuses. Students must meet supplementary admissions criteria if applying to an impacted program.

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

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

## Supplementary Admission Criteria

Each campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary criteria may include ranking on the freshman eligibility index, the overall transfer grade point average, and a combination of campus-developed criteria. If the student is required to submit



scores on either the SAT or the ACT, the test should be taken no later than December if applying for fall admission.

The supplementary admission criteria used by the individual campuses to screen applicants appear periodically in the CSU School and College Review and are sent by the campuses to all applicants seeking admission to an impacted program. Unlike unaccommodated applicants to locally impacted programs, who may be redirected to another campus in the same major, unaccommodated applicants to systemwide impacted programs may not be redirected in the same major but may choose an alternative major either at the first choice campus or another campus.

## UNDERGRADUATE ADMISSION REQUIREMENTS

### Freshman Requirements

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

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

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

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

Applicants with grade point averages of 3.0 or above (3.60 for nonresidents) are exempt from submitting test scores. However, students are urged to take the SAT or ACT since all campuses use test results for advising and placement purposes.

The student will qualify for regular admission when the university verifies that the student has a qualifiable eligibility index and will have completed the comprehensive pattern of college preparatory subjects and, if applying to an impacted program, meets supplementary criteria. The student will qualify for regular admission, **on condition**, if otherwise eligible but missing a limited number of the required subjects (see "Phase-in" section). "Conditional admission" is an alternative

means to establish eligibility for regular admission. The student should consult a counselor if questions exist.

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

G.P.A.	A.C.T. Score	S.A.T. Score	G.P.A.	A.C.T. Score	S.A.T. Score
3.00 and above qualifies with any score					
2.99	10	410	2.48	20	820
2.98	10	420	2.47	20	830
2.97	10	430	2.46	21	840
2.96	11	440	2.45	21	840
2.95	11	440	2.44	21	850
2.94	11	450	2.43	21	860
2.93	11	460	2.42	21	870
2.92	11	470	2.41	22	880
2.91	12	480	2.40	22	880
2.90	12	480	2.39	22	890
2.89	12	490	2.38	22	900
2.88	12	500	2.37	22	910
2.87	12	510	2.36	23	920
2.86	13	520	2.35	23	920
2.85	13	520	2.34	23	930
2.84	13	530	2.33	23	940
2.83	13	540	2.32	23	950
2.82	13	550	2.31	24	960
2.81	14	560	2.30	24	960
2.80	14	560	2.29	24	970
2.79	14	570	2.28	24	980
2.78	14	580	2.27	24	990
2.77	14	590	2.26	25	1000
2.76	15	600	2.25	25	1000
2.75	15	600	2.24	25	1010
2.74	15	610	2.23	25	1020
2.73	15	620	2.22	25	1030
2.72	15	630	2.21	26	1040
2.71	16	640	2.20	26	1040
2.70	16	640	2.19	26	1050
2.69	16	650	2.18	26	1060
2.68	16	660	2.17	26	1070
2.67	16	670	2.16	27	1080
2.66	17	680	2.15	27	1080
2.65	17	680	2.14	27	1090
2.64	17	690	2.13	27	1100
2.63	17	700	2.12	27	1110
2.62	17	710	2.11	28	1120
2.61	18	720	2.10	28	1120
2.60	18	720	2.09	28	1130
2.59	18	730	2.08	28	1140
2.58	18	740	2.07	28	1150
2.57	18	750	2.06	29	1160
2.56	19	760	2.05	29	1160
2.55	19	760	2.04	29	1170
2.54	19	770	2.03	29	1180
2.53	19	780	2.02	29	1190
2.52	19	790	2.01	30	1200
2.51	20	800	2.00	30	1200
2.50	20	800			
2.49	20	810			

Below 2.00 does not  
qualify for regular  
admission



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

**First-time Freshman Applicants (Nonresident)** Applicants who are neither residents for tuition purposes nor graduates of a California high school need a minimum eligibility index of 3402 (SAT) or 842 (ACT).

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

English, 4 years.

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

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

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

Foreign language, 2 years in the same language (or demonstration of equivalent competence).

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

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

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

### Honor Courses

Grades in up to eight semester courses designated as *honors courses* in approved subjects and taken in the last two years of high school, receive additional points in grade point average calculations. Each unit of A in approved courses will receive a total of 5 points; B, 4 points; C, 3 points; (Students should check with their counselors to see which classes are designated as honor courses).

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

The phase-in schedule is:

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

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

**Foreign Language Subject Requirement** The foreign language subject requirement may be satisfied by applicants who demonstrate competence in a language other than English equivalent to or higher than expected of students who complete two years of foreign language study. The student

should consult with a school counselor or any CSU campus admissions or relations with schools office for further information.

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

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

**Early Admission Program** California State University, Bakersfield will recognize outstanding academic achievement (3.75 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 so admitted complete their senior year of studies satisfactorily, including the required college preparatory subjects, and graduate from high school.

### Transfer Requirements

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

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



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

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

### **Making Up Missing College Preparatory Subject Requirements**

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

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

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

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

- Possesses a high school diploma (or has established equivalence through either the Tests of General Educational Development or the California High School Proficiency Examination).
- Has not been enrolled in college as a full-time student for more than one term during the past five years.
- 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:

- Type or print the application form, and indicate a major or one close to it if the exact major is not offered.
- 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.
- 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.
- 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.
- 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:

- 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.
- 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.
- At any time when a student wishes to leave the country, the I-20B must be submitted to the Office of Admissions at least 24 hours in advance of departure for approval.

## **TOEFL Undergraduate Requirement**

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

## **Enrollment Information**

All undergraduate foreign students are required to enroll in at least 12 units each academic quarter (fall, winter and spring) in order to comply with U.S. immigration laws. Students who



wish to enroll in Extended Studies must have permission from the Dean of Admissions and Records. Each student upon their arrival at the University will present themselves to the Dean of Admissions and Records with their passport and visa.

### **Summer Session and Extended Studies Enrollment**

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

## **GRADUATE AND POSTBACCALAUREATE ADMISSION REQUIREMENTS**

### **Admission Requirements**

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

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

- **Graduate Classified**—To pursue a graduate degree, applicants will be required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus.

## **INTERNATIONAL (FOREIGN) STUDENTS POSTBACCALAUREATE AND GRADUATE ADMISSION REQUIREMENTS**

Students applying to graduate level programs (Master's degree) in Behavioral Sciences, Education, History, or Psychology must meet the following requirements prior to admission: Bachelor of Arts or Bachelor of Science degree from a recognized college or university; 2.50 GPA in last two years of college work; and TOEFL score of 550. Students applying to the School of Business and Public Administration for any of its graduate degrees (Master of Business Administration, Master of Public Administration, Master of Science Administration) must meet these requirements: Bachelor of Arts or Bachelor of Science degree from a recognized college or university; 2.50 GPA for all college work; 2.75 GPA in last two years of college work; TOEFL score of 550; and Graduate Management Aptitude Test score of 450 or Graduate Record Exam score of 960, and be in good standing at last college attended. (SEE CSU ADMISSION APPLICATION PROCEDURES PAGE 5).

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

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

### **TOEFL Requirement**

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

**TEST REQUIREMENTS** Freshman and transfer applicants who have fewer than 56 semester or 84 quarter units of transferable college credit must submit scores, unless exempt (see "Eligibility Index" on page 48), from either the Scholastic Aptitude Test (SAT) of the College Board or the American College Testing Program (ACT). If an applicant is applying to an impacted program and are required to submit test scores, they should take the test no later than early December if applying for fall admission or no later than November if applying to San Luis Obispo. Test scores are also used for advising and placement purposes. Registration forms and dates for the SAT or ACT are available from school or college counselors or from a CSU campus testing office. Or they may write to or call:

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

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



**Course Preparation** The California State University requires that all undergraduate applicants for admission complete with a C or better four years of college preparatory study in English, three years of college preparatory mathematics, and other courses. The California secondary school courses that meet the subject requirements are listed on "Courses to Meet Requirements for Admission to the University of California," published for, and available at, each high school and CSU Admission Office.

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

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

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

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

#### **Additional College Preparatory Courses**

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

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

## **ENGLISH PLACEMENT TEST (EPT)**

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

- a score of 3, 4, or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Advanced Placement Program;
- a score on the CSU English Equivalency Examination that qualifies a student for exemption from the English Placement Test;
- a score of 470 or above on the Verbal section of the College Board Scholastic Aptitude Test (SAT-Verbal);
- a score of 22 or above on the ACT English Usage Test;
- a score of 25 or above on the ACTE (enhanced) English Test;
- a score of 600 or above on the College Board Achievement Test in English Composition with essay; or
- for transfer students, completion and transfer to the CSU of an acceptable college course in English composition of four quarter or three semester units with a grade of C or better.

Failure to take the English Placement Test at the earliest opportunity after admission may lead to administrative probation which, according to Section 41300.1 of Title 5, California Code of Regulations, and CSU Executive Order 393, may lead to disqualification from further attendance. The results of the EPT will not affect admissions eligibility but will be used to identify students who need special help in reading and writing in order to do college-level work.

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

#### **What Happens to Those Who Do Not Take the EPT**

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

## **ENTRY LEVEL MATHEMATICS (ELM)**

Entry Level Mathematics (ELM) Test—All new undergraduate students must take the test and pass it before enrolling in a course that satisfies the college level mathematics requirement of the General Education-Breadth program. Exemptions from the test are given only to those students who can present proof of one of the following:

- a score of 3 or above on the College Board Advanced Placement mathematics examination (AB or BC);
- a score of 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 23 or above on the ACTE (enhanced) Mathematics Test;
- a score of 520 or above on the College Board Math Achievement Test, Level 1;

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



- a score of 540 or above on the College Board Math Achievement Test, Level 2; or
- for transfer students, completion and transfer to the CSU of a college course that satisfies the General Education-Breadth Requirement in Quantitative Reasoning, provided such course was completed with a grade of C or better.\*

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

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

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

## OTHER ADMISSIONS INFORMATION

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

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

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

**Health Screening** All new students and readmitted students born after January 1, 1957, will be notified of the requirement to show proof of measles and rubella immunity. This is *not* an admissions requirement, but shall be required of students by the beginning of their second term of enrollment in CSU. In addition, proof of measles and rubella immunity shall be required for certain groups of enrolled students who have increased exposure to these diseases. These groups include students who reside in the residence halls, those students whose primary or secondary schooling were obtained outside the United States and students who are enrolled in medical technology, nursing, and any practicum, student teaching or field work involving preschool-age children, school age children or taking place in a hospital or health care setting.

The student immunization certificate must be completed and returned to the Health Center. A copy of the student's immunization records for both measles (rubeola) and German measles (rubella) given after January 1, 1968, must be attached. Those students who are unable to provide verification of past immunity or who have never been immunized may have the M.R. vaccination at the Student Health Center.

## Health Requirements

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

## Use of Social Security Number

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

## Limitation of Enrollment

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

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

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

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

## Auditors

Admitted students may register in courses as auditors without credit with permission of the instructor, provided there is



room. An auditor must pay the same registration fees as other students and may not change his registration to obtain credit after the last day to add a class. Likewise a student registered for credit may not change to audit status after the last day to add a class. An auditor is not permitted to take examinations in the course. A grade for auditing a course is not posted on a student's permanent academic record unless, in the opinion of his instructor, he has attended a sufficient number of class meetings to receive the "AU" grade; otherwise a "W" will be recorded.

### **Graduation Requirement in Writing Proficiency**

All students must demonstrate competency in writing skills as a requirement for graduation. Information on currently available ways to meet this graduation requirement may be obtained from the English Department.

### **Declaration of a Major**

Beginning freshmen and lower division transfer students do not need to commit themselves to a specific major area. Freshmen and sophomores at the University are assisted by academic advisors from the Division of Undergraduate Studies and staff in the Counseling Center and Career Planning and Placement Center, who encourage investigation of various academic areas while the general education program of lower division requirements is being satisfied.

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

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

### **Cancellation of Admission**

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

## **WITHDRAWAL FROM THE UNIVERSITY**

### **Medical Withdrawal**

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

### **Military Service Withdrawal**

Any student who presents evidence of entering the armed forces may petition through the Registrar's Office for

withdrawal. No academic penalties will be assessed under these conditions, and a mark of "W" will be entered on the student's permanent record.

### **Other Withdrawals**

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

## **REQUIRED DOCUMENTS AND TRANSCRIPTS**

### **Transcripts Required**

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

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

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

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

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

## **DETERMINATION OF RESIDENCE FOR NONRESIDENT TUITION PURPOSES**

The campus Admissions Office determines the residence status of all new and returning students for nonresident tuition purposes. Responses to the Application for Admission and, if necessary, other evidence furnished by the student are used in making this determination. A student who fails to submit adequate information to establish a right to classification as a California resident will be classified as a nonresident.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a



complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by The California State University is found in Education Code Sections 68000–68090, 68121, 68123, 68124, 89705–89707.5, and 90408 and in Title 5 of the California Code of Regulations, Sections 41900–41912. A copy of the statutes and regulations is available for inspection at the campus Office of Admissions.

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

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

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

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

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

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

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

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

Questions regarding residence determination dates should be directed to the campus Office of Admissions, which can

provide the residence determination date for the term for which the student is registering.

There are exceptions from nonresident tuition, including:

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

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

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

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



the student is subject to discipline pursuant to Section 41301 of Title 5 of the *California Code of Regulations*. Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must immediately notify the Office of Admissions. Applications for a change in classification with respect to a previous term are not accepted.

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

## Registration

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

A class schedule listing courses offered and the procedure for registration is available before registration for each quarter. No student should attend classes until his or her registration has been completed. Registration is complete only when official programs are properly filed and all fees and deposits are paid. Students may not receive credit in any course for which they are not registered. 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. *Disclosure may also be made to other persons or organizations under certain conditions (e.g., as part of accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; to other institutions to which the student is transferring).*

### Transcripts

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

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

**Procedure for the Establishment or Abolishment of a Student Body Fee** The law governing The California State University provides that a student body fee may be established by student referendum with the approval of  $\frac{2}{3}$  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, 1991-1993

*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) .....	\$180.00
(6.1 or more units) .....	\$312.00
Facilities fee .....	\$ 2.00

Nonresident (U.S. and Foreign)

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

for all campuses except

California State University, Stanislaus:

Per Quarter unit..... \$164.00

Special Session

Standard course fee per summer quarter unit..... \$ 60.00

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.....	\$26.00
WINTER QUARTER.....	\$25.00
SPRING QUARTER.....	\$25.00

Student Body Center Fee

FALL QUARTER.....	\$14.00
WINTER QUARTER.....	\$13.00
SPRING QUARTER.....	\$13.00

Instructionally Related Activities Fee

FALL QUARTER.....	\$4.00
WINTER QUARTER.....	\$3.00
SPRING QUARTER.....	\$3.00

Insurance Fee

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

Other Fees and Charges (in Addition to Registration)

Identification Card (per quarter) .....	\$ 1.00
Application Fee (non-transferable and non-refundable) .....	55.00
Late Registration Fee (non-refundable) .....	25.00

Graduation Fee .....	25.00
Graduation Re-application Fee .....	15.00
Evaluation Fee for Credential Candidates.....	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 .....

Six-week session or period.....

Four-week session or period.....

Two-wheeled, self-propelled vehicles

licensed by State Department of Motor

Vehicles, per quarter .....

Parking meter (per day) .....

Locker usage fee.....

Resident Hall fee (per academic

year) .....

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 \$185 for books and from \$180 to \$312 for fees, plus parking costs, each quarter. On-campus housing costs which include room and board in the new residence facilities will be approximately \$1190 each quarter. Students who live in off-campus private housing should allow \$1,360 each quarter for room and board. Tuition for non-residents of California is paid in addition to the above costs.

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

\*\* 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.



information, including information the student may wish to present, and will advise the student of its conclusions with respect to the debt.

### Refund of Fees

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





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# Student Services

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

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

## ADMISSIONS AND RECORDS

Three major offices make up the Admissions and Records Directorate; they are Admissions, Records and Evaluations. In addition to administering the three offices, Admissions and Records is responsible for conducting the National Student Exchange Program, 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 4,100 applications a year, provides pre-admission advising to prospective students, adults, and veterans seeking admissions into the undergraduate, graduate and credential programs of the university. The Office of Admissions, also assists the Office of Outreach Services in their recruiting efforts and works closely with school deans, superintendents, high school principals, counselors, and community colleges in providing admissions information on required course patterns and other admission changes approved by the Board of Trustees for the California State University. The Office of Admissions also provides applications to prospective students and to high schools and community colleges in the service area. Students interested in enrolling in the University should contact this office.

**Records Office** The Records Office 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 CENTER

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

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

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

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



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

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

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

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

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

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

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

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

1. admission, and test accommodations,
2. adapted computers and other equipment,
3. readers, interpreters and notetakers,
4. disability-related counseling,
5. learning disability assessments and services,
6. liaison with college departments and community agencies, including Department of Rehabilitation,

7. coordination of special parking on campus.
8. coordination of services with various college and community departments, and individuals and agencies in the community,
9. issuance of Handicapped Parking Permits. The Student Health Services will issue a handicapped parking permit to those persons submitting verification of need from private physicians or other responsible agencies.

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

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

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

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

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

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

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

## **CAREER PLANNING AND PLACEMENT SERVICES**

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



**Career Placement** Career Planning and Placement maintains an active program of relations with business, industry, government, and education in order that seniors and qualified alumni may find positions for which they are appropriately qualified.

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

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

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

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

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

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

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

**Career Assistance Via Computers** SIGI PLUS and EUREKA are the two computer programs available for use in the Career Planning and Placement Center. SIGI PLUS (System of Interactive Guidance and Information PLUS) can help you examine your present values, interests, and skills

systematically. Once you enter your own preferences, the program searches its built-in library, and finds those careers that most closely match those preferences. EUREKA (The California Career Information System) is a library of occupational and educational information which is up-to-date and localized to our area (California).

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

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

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

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

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

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

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

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

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

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



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



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

## **OFFICE OF FINANCIAL AID AND SCHOLARSHIPS**

The Office of Financial Aid and Scholarships administers a number of financial aid programs to enable students without adequate financial resources to attend California State University, Bakersfield. Students may contact their high school counselor, community college financial aid office, or the Office of Financial Aid and Scholarships at Cal State Bakersfield for filing instructions. The priority filing date for financial aid consideration for all CSU campuses is March 2 with a folder completion date of April 15. Applications for financial aid will be accepted after the priority date but awards to eligible late applicants are dependent upon the availability of limited funds.

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

### **Grants/Fellowships**

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

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

**State University Grant** This grant is intended specifically to offset fee increases for needy California State University (CSU) students. Applicants must be California residents in either an undergraduate or graduate course of study. Subject to available funding, students who meet the required eligibility criteria are awarded State University Grants (SUG) of \$567 per academic year if enrolled in 6.1 units or more and \$237 if in 0 through 6.0 units.

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

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

## **CSU Graduate Equity Fellowship Program**

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

Individual fellowship awards may range from a minimum of \$500 to a maximum of \$2,000.

Financial aid applicants who are California residents and are interested in being considered for the CSU Graduate Equity Fellowship Program should contact the Office of Graduate Studies and Research (805) 664-2231 concerning graduate program eligibility requirements; or write: Office of Graduate Studies and Research, California State University, Bakersfield, 9001 Stockdale Highway, Bakersfield 93311-1099.

### **Loans**

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

**Perkins Loans (National Direct Student Loan Program)** This is a long-term government loan, interest free while students are enrolled in college. A limit of \$9,000 is placed on the total that may accrue during the student's undergraduate program. An additional \$9,000 may be borrowed for graduate study, or a maximum aggregate of \$18,000 for undergraduate and graduate borrowing.

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

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

**Supplemental Loans for Students (SLS)/Parent Loans for Undergraduate Students (PLUS)** These loans are secured through eligible lending institutions and are available to graduate and professional students, independent undergraduate students, and parents of dependent



undergraduate students. Qualified borrowers may borrow up to \$4,000 per year to help pay for education costs at eligible institutions of higher education. Loan amounts range from \$500–\$4,000 per year and carry a 10.42% interest rate. Repayment (principal and interest) begins 60 days after the loan is disbursed. Full-time students automatically qualify for a deferment (postponement) of the principal. Applications and further information are available in the Financial Aid Office.

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

## Work

Part-time employment opportunities on and off-campus.

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

## Academic Scholarships

**Pelletier Scholarships** This program provides thirty (30) \$750 scholarships to outstanding high school seniors and/or transfer students in the CSUB service region who meet scholarship requirements, i.e., minimum of 3.0 grade point average, evidence of community and school involvement, leadership potential, and demonstration of financial need. The Pelletier Scholarship program was established in 1984 by Robert Pelletier, a local retired oil man and long-time supporter of the University. The scholarships are intended to help students pay university fees, purchase textbooks, and meet other expenses that arise.

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

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

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

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

**Golden State Honor Scholarships** Scholarships up to \$1,200 each are awarded to first-time freshmen students who

have demonstrated outstanding academic ability and exemplary citizenship. Support for these scholarships is generated by donations from various individuals and organizations such as the California State University, Bakersfield Advisory Board, Mrs. R. E. Frasch, Sr., and the Kern District Federation of Women's Clubs, Bakersfield Chapter.

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

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

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

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

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

**Hispanic Excellence Scholarship Fund.** This fund provides \$1,000 scholarships for up to 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
Criminal Justice:	California State PTA Kern County Sheriff's Employee's Welfare & Benefit Association Kern County Sheriff's Reserve Association
Education:	CSB Alumni—Education Chapter California Retired Teachers' Association Laura E. Settle Memorial Scholarship California State PTA Kern County Superintendent of Schools California Teacher's Association— Christa McAuliffe Memorial Scholarship Schuetz-Richardson Endowed Scholarship for Special Education Kathleen Van Horn Scholarship
English/Communication Studies:	The Bakersfield Californian Don Hopkins Bakersfield Ad Club Special Projects Debate
Fine Arts:	Dorian Society Dr. Armand Hammer's Scholarship in Fine Arts Instrumental Music Margaret Rogers Lavallo 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
Nursing:	Haidee DuRelle Nursing Scholarship Kern County Medical Society Kern County Medical Society Auxiliary Kern Medical Center Auxiliary Kern Registered Nurses Operating Room Nurses Association The Woman's Club of Bakersfield
Petroleum Land Studies:	Bakersfield Association of Petroleum Landmen Occidental Oil and Gas Corporation

**Veterans' Affairs** California State University, Bakersfield is approved by the State of California as a training facility for veterans under Chapter 31, Title 38, U.S. Code (Vocational Rehabilitation), Chapter 34, Title 38, U.S. Code (General Educational Assistance), and Chapter 35, Title 38, U.S. Code (War Orphans and Widows). The Office of Veterans' Affairs (located in the Office of Admissions) provides services to approximately 200 veterans currently attending the university under the G.I. Bill. These services include certification of enrollment for educational benefits, direct liaison between the University and the Veterans Administration Regional Office regarding underpayment, overpayment, or nonpayment of benefits, veterans work-study, and information concerning University services.

Students expecting to enroll under educational benefits administered by the Veterans Administration may obtain application forms from the Office of Veterans' Affairs if they have not previously established their eligibility with the V.A.

Transfer students will need to complete a "Request for Change of Training Application" while returning students need only notify the Office of Veterans' Affairs of their enrollment intentions. It is desirable that students make applications well in advance of anticipated enrollment to avoid unnecessary delays.

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

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

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

### Student Discipline

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

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

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

- (a) Cheating or plagiarism in connection with an academic program at a campus.
- (b) Forgery, alteration or misuse of campus documents, records, or identification of knowingly furnishing false information to a campus.
- (c) Misrepresentation of oneself or of an organization to be an agent of a campus.
- (d) Obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function.
- (e) Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.
- (f) Theft, of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
- (g) Unauthorized entry into, unauthorized use of, or misuse of campus property.
- (h) On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.
- (i) Knowing possession or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function without prior authorization of the campus president.
- (j) Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.
- (k) Abusive behavior directed toward, or hazing of, a member of the campus community.



- (l) Violation of any order of a campus president, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.
- (m) Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation pursuant to this Section.
- (n) For purposes of this Article, the following terms are defined:
  - (1) The term "member of the campus community" is defined as meaning California State University Trustees, academic, non-academic and administrative personnel, students, and other persons while such other persons are on campus property or at a campus function.
  - (2) The term "campus property" includes:
    - (A) Real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University, and
    - (B) All campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.
  - (3) The term "deadly weapons" includes any instrument or weapon of the kind commonly known as a blackjack, sling shot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.
  - (4) The term "behavior" includes conduct and expression.
  - (5) The term "hazing" means any method of initiation into a student 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.

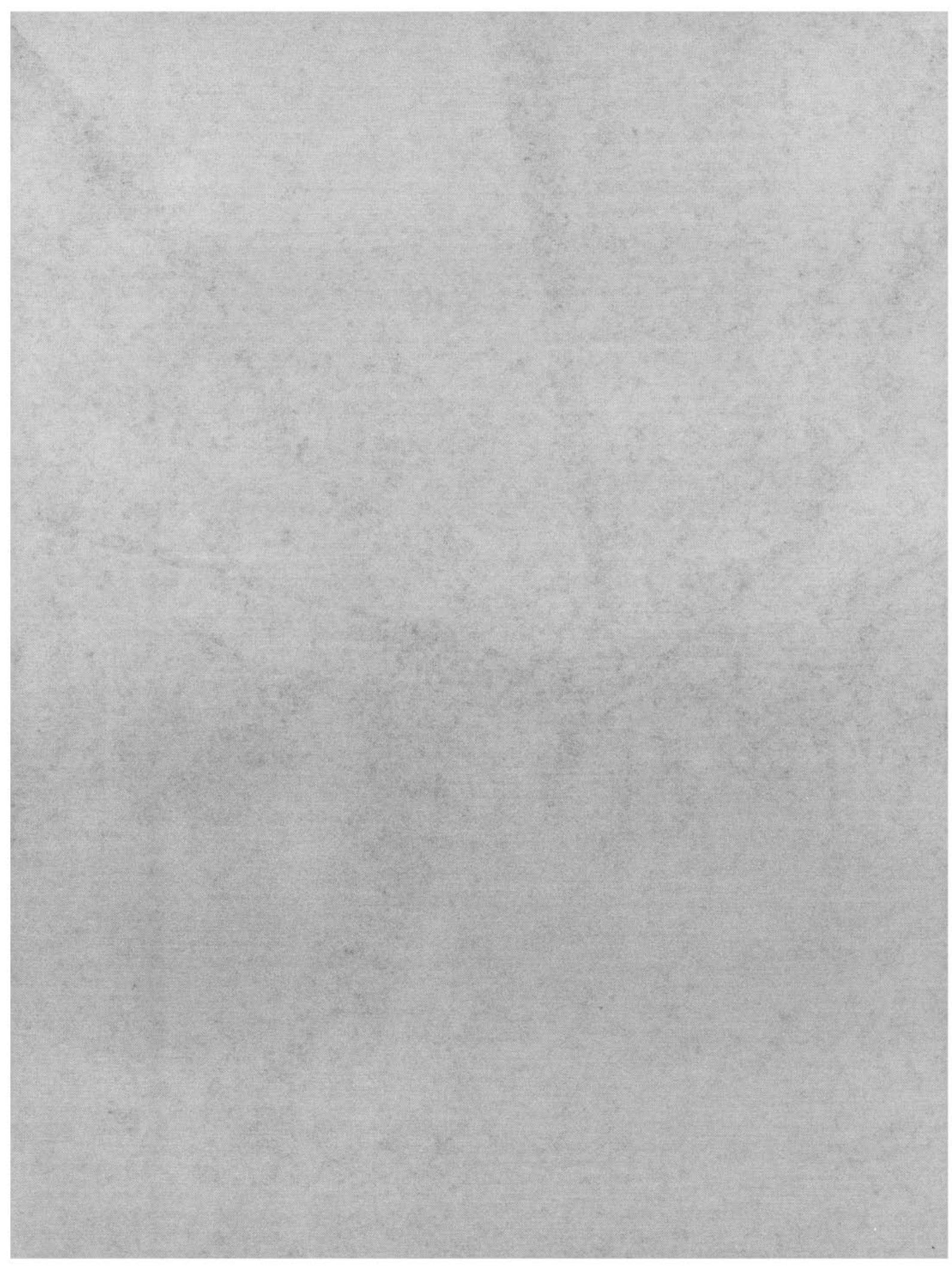
### **Student Opinionnaire on Courses and Instruction (SOCI)**

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.











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

The orientation program operates throughout the year. For the fall quarter there are several day-long sessions prior to the start of classes. For winter and spring quarters orientation for the upcoming quarter occurs on Tuesday evening of the sixth week and again 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 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 CSUB. Normally the declaration of major is made at the time of application to the university. Students are required to declare after the completion of 90 units.

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

### Undergraduate Degree Programs

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

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



## Academic Information

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. 73. 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. 116)	
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. 73. 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.

### MINORS

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

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

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

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

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



## UNDERGRADUATE AND GRADUATE DEGREES AND PROGRAM ALTERNATIVES

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

	Undergraduate Programs <i>** Denotes Interdisciplinary</i>				Graduate Programs <i>** Denotes Interdisciplinary</i>			
	BA	BS	Concen- trations	Minors	MA	MS	MBA/ MPA	Concen- trations
Accounting (BS-Bus Adm)			x					
Administration (MS)						x		
Agricultural Biology (BS-Biol)			x					
Anthropology (BA)	x			x				
Applied Economics (BA-Econ)			x					
Applied Ethics				xx				
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
Biochemistry (BS-Chemistry)			x					
Biology (BS)		x		x				
Black Studies				xx				
Business Administration (BS; MBA)		x		x			x	
Career Development Counseling (MS-Counseling)								x
Chemistry (BS)		x		x				
Chicano Studies			xx	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	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		x		
Gerontology				xx				
Health Care Management (MS-Admin)								x
Health Science (BS)		x						
History (BA; MA)	x			x	x			
International Economics (BA-Econ)				x				
International Relations (BA-Political Science)			xx					
Land Resource Management (BS)		xx		x				
Latin-American Studies				xx				
Liberal Studies (BA)	xx							
Management & Operations Analysis (BS-Bus Adm)			x					
Management Information Systems (BS-Bus Adm)			x					
Marriage, Family and Child Counseling (MS-Counseling) [MS-Psychology *]								x
Marketing (BS-Bus Adm)			x					
Mathematics (BS)		x		x				
Medical Technology (BS-Health Sci)			x					
Music (BA-Fine Arts)			x	x				
Nursing (BS;MS)		x				x		

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



## Academic Information

	Undergraduate Programs ** Denotes Interdisciplinary				Graduate Programs ** Denotes Interdisciplinary			
	BA	BS	Concen- trations	Minors	MA	MS	MBA/ MPA	Concen- trations
Petroleum Land Studies (BS-Land Res Mgt; BS-Bus Admin)			xx					
Philosophy (BA)	x			x				
Physical Education (BS)		x		x				
Physics (BS)		x		x				
Political Science (BA)	x			x				
Pre Law (BA-Econ; BA-Philos; BA-Poli Sci)			xx					
Psychology (BA; MS)	x			x		x		
Public Administration (BA; MPA)	x			x			x	
Pupil Personnel Services (MA-Ed)								x
Reading (MA-Educ)								x
Religious Studies (BA)	x			x				
School Counseling (MS-Counseling)								x
Sociology (BA)	x			x				
Spanish (BA)	x			x				
Special Education, General (MA-Educ)								x
Special Major (BA)	x							
Speech & Theatre				xx				
Theatre Performance (BA-Fine Arts)			x	x				
Women's Studies				xx				

### Special Major

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

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
- Agri-marketing
- 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. 116)
- Certificate in Clinical Laboratory Assistant (p. 132)
- Certificate in Medical Technology—Post-Baccalaureate (p. 133)
- Certificate in Writing (p. 146)
- Certificates in Communication, 3 Options (p. 152)
- Business and Public Administration
- Certificate in Public Administration (p. 244)
- Education
- Certificate in Adapted Physical Education (p. 268)

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

## PRE-PROFESSIONAL PROGRAMS

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

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

### Pre-Engineering

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

Students who have completed the core mathematics and science sequences have been readily accepted by other universities, public and private, both within and outside of California. Formal arrangements for preferential admission to several other universities in the CSU system have been completed, and this program is currently being expanded. At present CSUB has formal articulation agreements with California Polytechnic University, San Luis Obispo and California State University, Fresno, California State University, Los Angeles and California State University, Northridge.

Most engineering programs are highly structured and very demanding, and careful selection of courses for transfer programs is strongly urged. Students interested in the pre-engineering program are advised to consult with the

pre-engineering advisor of the Department of Physics and Geology (SB273, 664-3027) for information and assistance in planning course work.

The University also offers services through its Engineering Transfer Center located in 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)	Mathematics 203 (5)
Chemistry 211	(5)		Chemistry 212	(5)	Comp. Sci. 140/212 (5)
English 100	(5)		English 110	(5)	History 231 (5)
General Stu. 160	(1)		Elective	(1-2)	Elective (1-2)
QUARTER UNITS	16		QUARTER UNITS	15-17	QUARTER UNITS 15-17
SECOND YEAR					
FALL			WINTER		SPRING
Mathematics 204	(5)		Mathematics 302	(5)	Biology 100 (V) (5)
Physics 221	(5)		Physics 222	(5)	Physics 223 (5)
Pol. Sci. 101	(5)		Comm. 108 (II)	(5)	Philos. 102 (III) (5)
			Physics 240	(2)	Physics 241 (3)
QUARTER UNITS	15		QUARTER UNITS	17	QUARTER UNITS 18

Although individual schedules may vary, it is emphasized that Math 201–204, 302, Chem 211, 212, and Physics 221–223 should be completed for ease in transfer after two years. Departures from these course sequences may result in a serious extension of the time required to receive a B.S. in Engineering.

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

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

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

### Special Consideration for Transfer to Cal Poly San Luis Obispo

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

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

#### Two Year Transfer Program (LEVEL II)

Mathematics 201, 202, 203, 204. Analytical Geometry and Calculus.

Chemistry 211, 212. Chemistry for science majors.

Physics 221, 222. Calculus based Physics.



## Academic Information

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

### Three Year Transfer Program (LEVEL III)

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

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

With both sequences, students must maintain a 2.75 GPA.

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

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

### Pre-Law

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

The University offers three pre-law concentrations, located within the Philosophy, the Economics, and the Political Science programs. The concentrations provide the appropriate broad preparation desired by law schools. Students wishing to prepare for law school may major in these concentrations. Students should read the relevant section of this catalog (p. 191, p. 142 and p. 203) 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, 664-2221).

### Pre-Allied Health

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

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

### ALTERNATIVES TO CLASSROOM STRUCTURE

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

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

#### Credit for Courses by Challenge Examination

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

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

There are several restrictions on Credit by Examination:

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



- c. Credit earned through credit by examination shall not count as resident credit and shall be awarded only on a CR/NC basis;
- d. Application of the credit by examination units to major or minor requirements shall be determined by the department responsible for the student's degree program and to general education by the General Education Committee; and
- e. A student may earn no more than 20 quarter units through Credit by Examination.

### Credit for Prior Experiential Learning

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

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

There are several restrictions on Experiential Prior Learning Credit.

- a. Experiential Prior Learning Credit is awarded only on a CR/NC basis and does not count as resident credit;
- b. The amount of credit may not exceed 20 quarter units;
- c. Only undergraduates are eligible to receive Experiential Prior Learning Credit, and the credit may not count for post-baccalaureate credit;
- d. Students are ineligible for credit until they have completed thirty quarter units in residence.

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

### Credit for Passage of Externally Developed Tests

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

There are several restrictions on receiving credit through such tests.

- a. Credit shall not be awarded when equivalent credit has been granted for regular coursework, credit by evaluation, or other instructional processes, such as correspondence;
- b. Credit shall not be awarded when credit has been granted at a level more advanced than that represented by the examination in question;

- c. Credit shall not be awarded for passage of different tests that assessed the same knowledge; and
- d. Credit earned through passage of diagnostic tests may apply to major and minor requirements only with the approval of the department responsible for the degree and to general education requirements only with the approval of the General Education Committee.

### ADVANCED PLACEMENT PROGRAM

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

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

### COLLEGE LEVEL EXAMINATION PROGRAM

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

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

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

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

### 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



## **Academic Information**

all-university programs as well as department programs to facilitate students' efforts. Each department decides whether the course credit satisfies major requirements.

### **COOPERATIVE EDUCATION**

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

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

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

### **MANAGEMENT INTERNSHIP PROGRAM**

The Management Internship Program (MIP) is similar to Cooperative Education in that students earn academic credit for working in approved placement. The major difference between the two programs is that to participate in MIP students have to be economically disadvantaged. Once deemed eligible, participants may receive a stipend based on the hours worked.

Interested students should contact the MIP Office (664-2413).

### **DEPARTMENTAL INTERNSHIPS**

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

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

### **HUMAN CORPS PROGRAM**

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

To receive university credit, students enroll in the General Studies course, HUCOR 296, or a departmental Human Corps course, and must complete at least 30 hours of service per quarter. One unit may be earned each quarter, and no more than 12 units may be counted toward the baccalaureate degree, by Human Corps program participants.

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

### **Independent Study**

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

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

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

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

### **INDIVIDUAL STUDY**

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

### **TUTORING**

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

### **COOPERATIVE RESEARCH**

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

### **DIRECTED RESEARCH**

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

### **.700 COURSE**

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

### **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 CSUB to complete their undergraduate education. This program provides the student with new academic and social experiences through a simplified admissions process and assurance of full academic credit at CSUB during the term of exchange at a minimal cost to the student.

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



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

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

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

### **International Programs**

Now in its 27th year of continuous operation, The California State University (CSU) International Programs offers students the opportunity to continue their studies overseas for a full academic year while they remain enrolled at their home CSU campus. The International Programs' primary purposes are to enable selected students to gain a firsthand understanding of other areas of the world and to advance their knowledge and skills within specific academic disciplines in pursuit of established degree objectives. Since its inception, the International Programs has enrolled nearly 10,000 CSU students.

A wide variety of academic majors may be accommodated by the 36 foreign universities cooperating with the International Programs in 16 countries around the globe. The affiliated institutions are: the University of Queensland (Australia), the University of Sao Paulo (Brazil); the universities of the Province of Quebec (Canada); the University of Copenhagen (through DIS Study Program); the University of Provence (France); the Universities of Heidelberg and Tübingen (Germany); the Hebrew University of Jerusalem (Israel); the University of Florence (Italy); Waseda University (Japan); the Iberoamericana University (Mexico); Massey University and Lincoln University College (New Zealand); National Chengchi University (Republic of China/Taiwan); the Universities of Granada and Madrid (Spain); the University of Uppsala (Sweden); Bradford, Bristol, Sheffield, and Swansea Universities and Kingston Polytechnic (the United Kingdom) and the University of Zimbabwe. Information on academic course offerings available at these locations is in the International Programs Bulletin which may be obtained from the International Programs representative on campus.

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.

## **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 CSUB. Thirty-six of these units shall be earned in upper division courses, and 18 units shall be in the major.

#### **SCHOLARSHIP**

Each student must complete, with a grade point average (G.P.A.) of 2.0 (C) or better: (1) all acceptable university units attempted; (2) all units counted toward satisfaction of the major; (3) all units counted toward satisfaction of the minor requirements; and (4) all units attempted at this university, except that only courses in which a letter grade (A, B, C, D, F) is assigned are used in computing the grade point average.

### **Determination of Applicable Graduation Requirements**

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

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

### **Continuous Enrollment and Graduation Requirements**

To maintain rights to a set of graduation requirements a student must remain in continuous enrollment or attendance.



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

### Split Catalog Policy

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

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

### Determination of Applicable CSUB Catalog for Major and Minor Requirements

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

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

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

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

### General Education Program

#### I. Purpose of General Education

General education requirements in the California State University and Colleges are so designed that together with the major program and electives they will assure that graduates from the several campuses in the system have made noteworthy progress toward becoming truly educated persons. Particularly, the purpose of the breadth requirements is to provide means whereby graduates:

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

The general education requirements are planned and organized in such a manner that students will acquire the

abilities, knowledge, understanding, and appreciation as inter-related elements and not as isolated fragments.

#### II. Curriculum and Implementation

- A. Students are required to accumulate 72 quarter units to satisfy the General Education portion of their degree program. The units normally accrue through completion of approved General Education courses.
- B. The general education curriculum is designed to satisfy thirteen goals and to emphasize six processes. The first four goals comprise the basic skills area:
  1. Writing and reading
  2. Speaking, listening, and reading
  3. Logical reasoning
  4. Mathematical reasoningThe 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 CSUB. These are required of all students intending to graduate from CSUB, regardless of community college certification or the courses completed at other institutions. These courses cannot be completed and counted toward this requirement sooner than the term in which the students achieve Junior status. Students select a Goal XIII course and two other approved upper division courses drawn from two of the following three areas of the general education program:
  1. Goals 4–6—Science and Mathematics
  2. Goal 7–9—Social Sciences
  3. Goal 10–12—Humanities
 These three upper division courses can be used to satisfy particular goals. Moreover, students should reserve three goals until they reach upper division status in order to avoid accumulating more than 72 quarter units in general education.
4. A single course may satisfy more than one goal.
5. Lower division courses that are approved for general education may be double-counted for the major, minor, cognate, foundation or American Institutions requirements.
6. Only one of 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 CSUB 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
  - Liberal Studies Credential Major—All but III, IV, & XIII
  - Medical Technology—Goals V and VI
  - Philosophy—Goal X
  - Land Resource Management—V
  - English—Goal XII
  - Art and Fine Arts concentrations—Goal XI

The above general education requirements apply to first-time students beginning their college program in the

fall 1981 and subsequent quarters, to students not maintaining continuous enrollment from an academic year prior to fall 1981, or any transfer student entering without certification of having met the CSUC general education requirements.

- E. Transfer students may satisfy a portion or all of the lower division requirements through previous coursework.
  1. The University accepts full certification (57 quarter units) of lower division requirements or partial certification of one or more of the areas of the CSU general education program. Only California community colleges, CSU campuses, and other institutions that have negotiated agreements with the CSU can provide certification.
  2. Transfer students are responsible for requesting certification of general education from their previous institution. The certifications are sent to CSUB's Office of Admissions.
  3. The University also accepts the General Education Transfer Curriculum as satisfying its lower division requirements.
  4. Regardless of certification or previous coursework, all students must meet CSUB's requirement of three approved upper division general education courses (see D, 3, p. 81).
  5. In unusual circumstances, transfer students may petition for exemption from specific general education requirements. Students wanting relief from a general education requirement contact the Division of Undergraduate Studies (Sci I 104, 664-3420).
  6. Some upper division students who have broken their enrollment and returned to the University experience a serious hardship with the new general education program. These students have an opportunity to appeal to the Academic Petitions Committee for relief. These appeals should be initiated with the Division of Undergraduate Studies (Sci I 104, 664-3420).
- F. Because the basic skills (writing, reading, speaking, logical and mathematical reasoning) are so fundamental to the educational process and to living an informed life, students must demonstrate that they have acquired these skills to a sufficient degree. This they may do either by means of passing challenge examinations (item D.8, above) or, in what is assumed to be the normal case, by means of taking and passing a course or courses specifically designed to increase our students' basic skills.
 

The University requires students to demonstrate basic skills competency in a timely manner.

  1. Students who begin their CSUB studies with less than 30 baccalaureate credit quarter units are required to:
    - a. Complete Goal I within the first 45 baccalaureate credit quarter units at CSUB;
    - b. Complete Goals II and III and pass the Entry Level Mathematics examination (p. 52) within the first 60 baccalaureate credit quarter units at CSUB;
    - c. Complete Goal IV within the first 75 baccalaureate credit quarter units at CSUB.
  2. Students transferring with 30 or more baccalaureate credit quarter units are required to:
    - a. Complete Goal I, II, and III and pass the Entry Level Mathematics examination within the first 45 baccalaureate credit quarter units at CSUB;
    - b. Complete Goal IV within the first 60 baccalaureate credit quarter units at CSUB.



3. Students who do not complete the Basic Skills Goals within the allotted period are not permitted to enroll for subsequent quarters unless they enroll in courses that, if passed, would complete the relevant goals.

### III. General Education Courses

The General Education Committee has approved 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 CSUB Class Schedule will also list all approved general education courses being offered that quarter.

- GOAL I** WRITING AND READING COMPETENCY IN THE ENGLISH LANGUAGE  
**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  
 Sociology 120—Critical Thinking and Contemporary Social Problems  
**GOAL IV** MATHEMATICAL REASONING COMPETENCY  
 Prerequisite: Passage of the ELM—  
 \*\* Math 101—Finite Mathematics  
 \*\* Math 103—Mathematical Analysis with Application  
 \*\* Math 140—Elementary Statistics  
 \*\* Psych 200—Introduction to Statistical Methodology in Psychological Research (Math 191 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)  
**GOAL V** GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH AN UNDERSTANDING OF BASIC PRINCIPLES AND CONCEPTS OF CONTEMPORARY PHYSICAL SCIENCES  
 \*\* 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  
**GOAL VI** GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH THEORETICAL AND PRACTICAL EXPERIENCE IN THE LIFE SCIENCES  
 Anth 102—Physical Anthropology

### GOAL VII

Biology 100—Perspectives in Biology  
 Biology 203—Principles of Ecology  
 Biology 300—Human Biology  
 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)  
 In St 205—Perspectives on Women in Society  
 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 VIII

GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH THE OPPORTUNITY TO STUDY WESTERN CIVILIZATION  
 History 102—The Making of the Modern World, 1750 to the Present  
 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 IX

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  
 Economics 311—The Asian Pacific Rim Economies  
 Economics 312—The Middle Eastern/North African Economies  
 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  
 Political Science 322—Government and Politics of Japan  
 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
- \* GOAL X GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH AN OPPORTUNITY TO GAIN A CRITICAL UNDERSTANDING OF SIGNIFICANT PHILOSOPHICAL IDEAS AND PREPARE THEM TO MAKE REASONED INQUIRIES ABOUT THE NATURE OF REALITY AND THE HUMAN CONDITION
- Economics 305—Economic Philosophy and Political Economy  
Interdisciplinary Studies 333—Political Philosophy and Thought  
Philosophy 100—Introduction to Philosophy  
Philosophy 201—Ethics  
Philosophy 302—History of Philosophy I  
Philosophy 311—Marx and Marxism  
Sociology 350—Sociology of Knowledge
- \* 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  
Communication/English 460—History of Film, 1894–1941  
Music 101—Understanding and Appreciation of Music  
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
- \* 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  
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—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 XIII GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH THE BACKGROUND AND PERSPECTIVE FOR DEALING WITH THE COMPLEXITIES OF THE MODERN WORLD

Business Administration 374—Business and Society

Communications 407—Media in America  
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

Physics 360—Energy

Public Policy and Administration

310—Technology and Public Policy

Science 310—Science and Technology  
Sociology 405—The Sociology of Technology

\* A foreign language course taught in the foreign language and taken at CSUB at the 103 or higher level may be substituted for one of these Goals.

\*\* 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 233. Survey of U.S. History for International Students
- History 370. Early California
- History 371. Modern California
- History 445. History of the American West
- History 455. The Social Fabric: A History of American Life
- History 465. History of Black America to 1865
- History 466. History of Black America Since 1865
- History 475. Constitutional History of the United States

Courses that satisfy the United States and state and local government requirement include:

- Political Science 101. American Government Politics
- Interdisciplinary Studies 375. Administrative Processes in Government



## Academic Information

### General Studies Orientation Requirement

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

### Upper Division and Graduate Writing Competency Requirement

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

All students (undergraduate and graduate) who apply for a degree or a teaching credential must demonstrate upper division writing competency either by passing the university-wide Upper Division Writing Competency Examination or by achieving a grade of "C", (CR) or better in any of the following courses: Communications 304, 306, 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 101, 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
CHILD DEV 320	Individual and Family Development in Selected Non-Western Countries
ENGL 207	Ethnic-Minority American Literature
ENGL 364	Studies in Fiction: The African-American Experience
ENGL 373	Women in Literature and Film
ENGL 420	Sociolinguistics: Language and Education
FRENCH 425	The Novels of Colette in Translation
FRENCH 426	French Women Writers in Translation
HIST 462	Women in History
HIST 465	History of Black America to 1865
HIST 466	History of Black America Since 1865
HIST 468	The Chicano Experience
HIST 469	History of Asian Americans
HUM 395	Women in European Literature
IN ST 205	Perspectives on Women in Society
PHY ED 430	Women in Sport
POLSCI 377.014	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
THEATRE 381	Twentieth Century Women Playwrights

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

### Second Baccalaureate Degree

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

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

### EVALUATION AND ACCEPTANCE OF TRANSFER CREDIT \*

After a person has been accepted for admission as an undergraduate, the Evaluations Office of Admissions and



Records (SS 111, 664-2258) will evaluate any previous college work and issue an evaluation of transfer credit to the student and to the student's major department. The evaluation remains valid as long as the student matriculates at the date specified and remains in continuous enrollment (p. 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.

### **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.

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

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

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

### **Currency of Courses Used to Meet Major and Minor Requirements**

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

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

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

\* 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.

### **Certification of General Education**

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

### **Credit from Non-Accredited Colleges \***

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

### **Credit for Extension, Correspondence, and DANTES Work**

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

### **Credit for Military Service**

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

### **Credit for Peace Corps Service**

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

### **Subsequent Enrollment at Other Institutions**

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

## **GRADUATION POLICIES AND PROCEDURES**

### **Application for Graduation**

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



## Academic Information

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

### Graduation Dates

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

### Commencement

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

### Provisional Post-Baccalaureate Credit

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

### Graduation with Honors

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

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

## ACADEMIC POLICIES AND PROCEDURES

### Dean's List

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

### Course Overload

A student is normally permitted to enroll in a maximum of 19 units. A student with a CSUB grade point average 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 CSUB grade point average of 3.3 or better may carry extra courses without petition. Loads in excess of 19 units are not permitted for first-quarter CSUB students.

### Change of Degree Objective

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

### Concurrent Enrollment

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

### Class Schedule

An official class schedule prepared each term by the University includes the registration schedule, procedure for registration, fees, classes offered by hours, and other pertinent registration information. The schedule is available in advance of registration each term, and copies may be 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. 100).
- XXX.900 Courses taught in a modularized format.
- 400–499 Upper division courses of junior and senior level, not open to lower division students, which may give post-baccalaureate or graduate credit.
- 500–599 Graduate courses also open to seniors and credential candidates.
- 600–699 Courses designed primarily for graduate students (may be restricted to graduate students).
- XXX.700 Regular course numbered 100 to 699 that are given on an individual study basis. Courses are offered in this format because of low demand or because of the course content.
- 700–799 Continuous enrollment courses designed for those students who have completed all requirements for the Master's Degree except the thesis, project or examination, and who are not enrolled in any other course. These are offered in each Master's program.
- 800–899 Courses graded in Continuing Education Units (CEU's) designed for relicensure requirements; not applicable to a degree.
- 900–999 Courses designed for professional groups seeking vocational improvement or career development. Credit for these courses would not apply to degrees or credentials.

## Remedial Courses

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

## Grading System

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

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

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

I (Incomplete). 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



## Academic Information

the student's educational objective. Work is to be completed within a stipulated time period. This may not exceed one year except for graduate degree theses, for which the time may be up to two years but may not exceed the overall time limit for completion of all master's degree requirements. Any extension of time limit must receive prior authorization by the appropriate school dean.

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

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

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

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

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

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

### Grade Change Policy

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

Procedures, may a grade change be made as the result of work completed or presented following the close of a grading period.

### Retroactive Withdrawal

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

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

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

### Repetition of A Course

Normally when any course is repeated at CSUB, both grades are considered in computing grade point averages. Students do have the right to replace grades of "C-" or below by repeating the course at CSUB and filing a Repetition of a Course Petition. The petition is available in the Records Office. It can be filed at any time and does not require any approvals. Students have the right to replace the grades from 20 units of coursework. The coursework for which students want to replace grades may have been taken at CSUB or some other institution.

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

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

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

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

### Academic Dismissal of Undergraduate Students

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

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



## Academic Information

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

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

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

### Readmission of Dismissed Undergraduate Students

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

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

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

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

## STUDENT CLASSIFICATIONS

### Class Level

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

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

### Admission Status

#### Pre-Baccalaureate/General

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

#### Post-Baccalaureate

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

### Graduate

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

### Registration Status

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

#### Full-Time:

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



- 3: For all other purposes, undergraduate students registering for 12 quarter units or more of credit

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

## **NONDISCRIMINATION POLICIES**

### **Race, Color, or National Origin**

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

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

### **Sex**

The California State University does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder prohibit discrimination on the basis of sex in education programs and activities operated by California State University, Bakersfield. Such programs and activities include admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of CSUB may be referred to the Vice President for Administrative Services, 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 (HC 13, 664-3366) 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. Jan Tharp, 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 Service:s for Students with Disabilities Office (805) 664-3360; TDD, (805) 664-4263.

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



## Division of Graduate Studies and Research

(DDH D100, 664-2231)

Dean: S. Arvizu

Cal State Bakersfield (CSUB) 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 CSUB 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. CSUB 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 20 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 Science in Counseling will pursue added accreditation by professional bodies in the near future. The Masters of Public Administration and the Masters of Science in Health Care Management are reviewed by NASPAA. The Masters of Science in Nursing is accredited by the California Board of Registered Nursing and the National League for Nursing. 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	David H. Ost, Assoc. Dean
Graduate Studies and Research	664-2231 DDH-D100
Homer Montalvo, Director	
Admissions	664-2160 Admin SS118

Program	Coordinator	Office	Telephone (805)
MA, Behavior Sci	Dr. Mark Sutton	DDH AA205	664-3153/2368
MBA, Bus Admin	Dr. Richard Graves	DDH A123	664-2318/2326
MA, Education	Dr. Louis Wildman	DDH CC210	664-3047/3055
MS, Counseling	Dr. Louis Wildman	DDH CC210	664-3047/3055
MA, English	Dr. Don Green	FT 102D	664-3064/2144
MS, Geology	Dr. Rob Negrini	SCI II 287	664-2185/3027
MSA, Health Care Mgmt	Dr. Anne Gurnack	DDH C113	664-3096/2158
MA, History	Dr. Ron Dolkart	FT 301A	664-2122/3079
MS, Nursing	Dr. Sue Fujiki	NB 134	664-3111/3102
MS, Psychology	Dr. David Cohen	DDH D117	664-2372/2363
MPA, Public Admin	Dr. Everett Mann	DDH C117	664-2336/2326

### 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.

### **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.

### **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.

### **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.

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.

### **Continuous Enrollment**

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 zero units through Extended Studies at reduced fees of \$10.00 per quarter.

### **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 History 300.

### **International (Foreign) Students**

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 47).

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.

### **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.

### **MASTER'S DEGREE REQUIREMENT**

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.

### Academic Probation and Disqualification of Graduate and Post-Baccalaureate Students

#### A. Standards for Placing Graduate Students on Scholastic Probation

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

#### B. Disqualification of Graduate Students

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

#### C. Standards for Placing Post-Baccalaureate Students on Probation

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

#### D. Standards for Disqualification for Undeclared Post-Baccalaureate Students

A post-baccalaureate student not working within a degree or credential area will be subject to disqualification if, while on probation, the student fails to earn sufficient grade

points to be removed from probationary status and attain an overall grade point average of 2.5. Disqualification from further registration will be determined by the dean of graduate studies.

#### E. Petition for Readmission

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

### 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, 664-2258) 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.

### 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.

### "C", "NC" for graduate credit:

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

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

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

### 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.



### **Leave of Absence**

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

### **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.

### **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.

### **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.

### **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 MFCC 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.

### **STUDENT STANDINGS**

#### **Postbaccalaureate 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 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 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 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 (p. 95) or without Continuous Enrollment (p. 79) will be reclassified as non-active. He/she must file a new application for admission and pay appropriate fees to continue his/her studies.



**GRADUATE CALENDAR**

<b>Fall 1991</b>	
September 20	Last day for graduate students to apply for FALL 1991 graduation
November 19	Last day to complete final Master's work (thesis, project, exam) for Fall 1991 graduation
November 26-27	Grades due
<b>Winter 1992</b>	
January 17	Last day for graduate students to apply for WINTER 1992 graduation
March 16	Last day to complete final Master's work for Winter 1992 graduation
March 23	Grades due
<b>Spring 1992</b>	
April 10	Last day for graduate students to apply for JUNE 1992 commencement
June 9	Last day for completion of work by Master's candidates to graduate at June commencement
June 13	Commencement
<b>Summer Sessions 1992</b>	
June 12	Last day to apply for Summer Session graduation
<b>Fall 1992</b>	
September 25	Last day for graduate students to apply for FALL 1992 graduation
November 24	Last day to complete Master's work for Fall graduation
December 8-9	Grades due
<b>Winter 1993</b>	
January 15	Last day for graduate students to apply for WINTER 1993 graduation
March 16	Last day to complete Master's work for Winter graduation
March 22	Grades due
<b>Spring 1993</b>	
April 9	Last day for graduate students to apply for JUNE 1993 commencement
June 8	Last day for completion of work by Master's Candidates to graduate at June commencement
June 12	Commencement
<b>Summer Session 1993</b>	
June 11	Last day to apply for Summer Session graduation

**CENTERS AND INSTITUTES**

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

**APPLIED RESEARCH CENTER (ARC)**

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

**INSTITUTE FOR THE STUDY OF SECONDARY EDUCATION**

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

**ARCHEOLOGICAL INFORMATION CENTER (AIC)**

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

**CALIFORNIA WELL SAMPLE REPOSITORY**

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

**CENTER FOR THE ADVANCEMENT OF SCIENCE AND TECHNOLOGY EDUCATION**

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

**CENTER FOR ECONOMIC EDUCATION AND RESEARCH**

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

**CENTER FOR ENVIRONMENTAL STUDIES**

Dr. Charles Bicak, Director; 664-3163  
Purpose: To conduct research which will facilitate understanding environmental issues; provide forum for exchange of ideas central to planning the wise use of urban, rural and wild lands; and serve as an advocate for university and community awareness of environmental issues by conducting workshops, coordinating and disseminating information to schools and other agencies, and monitoring interdisciplinary efforts.

**FACILITY FOR ANIMAL CARE AND TREATMENT (FACT)**

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

**CULTURAL RESOURCE FACILITY (CRF)**

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

**INSTITUTE FOR PUBLIC ADMINISTRATION (IPA)**

Dr. Phillip S. Paris, Director; 664-2319  
Purpose: To promote management and supervisory training in the public and non-profit sectors within CSUB service area and engage in research focused on public and non-profit sector issues and need.

**KEGLEY INSTITUTE OF ETHICS**

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



## Division of Extended Studies and Regional Programs

(MBIII, 664-2441)

Interim Dean: D. Ost

An important need of the service area to which the University responds is continuing access to higher education beyond the traditional established patterns of campus-based education and programs. The Division of Extended Studies and Regional Programs (ESRP) administers a variety of programs, courses, workshops, seminars and conferences aimed at those members of the community who seek to expand their interests, to improve and broaden their professional preparation, or simply to further or accelerate their University degree aspirations. The Division's activities are frequently organized in cooperation with school districts, governmental agencies, non-profit organizations, and other agencies to effectively offer programs to meet the general community needs.

### Admission

It is not generally necessary for students to make formal application for admission to the University to enroll in courses offered through ESRP. Individuals registering only for credit or non-credit courses are not required to submit an advance application or transcripts of previous work. However, persons wishing to participate in specific degree and certificate programs should contact the ESRP office for admission information. In all cases, students are expected to have satisfied the academic or experiential prerequisites for the particular courses in which they intend to enroll or obtain the permission of the instructor.

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

### Fees

All courses and programs offered through the ESRP must be self-supporting. The State of California does not provide financial aid in support of the instructional programs. Thus all courses and programs must be totally financed by fees. Over the years the fees for special programs and special sessions programs have been somewhat higher than those charged for regular residence attendance, which is due to the self-support nature of the program offerings. Course fees vary considerably based on the type of activity offered. All fees are subject to changes as determined by the Board of Trustees of the California State University System. Information about current fees can be obtained from the periodic Catalogs and Schedules of Courses distributed by ESRP or by calling (805) 664-2441.

### Special Programs

The Special Programs include courses offered during the summer and other unique offerings such as special courses offered during the academic break between fall and winter quarters. These courses are closely aligned with regular on-campus classes and generally afford the student regular residence credit.

*The Summer Program* is divided into two sessions, with some overlapping of longer course offerings, and includes a variety of specialized short courses. A preliminary summer course schedule is available in January with the final Summer Session Catalog available in early May.

*The Concurrent Enrollment program* provides students the opportunity to enroll in regular University classes through Extended Studies on a space available basis, if approvals are obtained from the instructor and other appropriate offices. Fees for concurrent enrollment are generally equivalent to Extended Studies fees.

*External Degree programs* are offered by CSUB through the Division Extended Studies and Regional Programs. Currently the University is authorized to provide a B.S. in Business Administration as well as an M.S. in Administration in China Lake/Ridgecrest, an M.S. degree in Education in the Porterville and Ridgecrest areas, and a B.A. in Liberal Studies in the service region of the University.

*Regional Programs* are provided throughout Kern, Inyo, Mono, and southeastern Tulare counties. These programs may include any of the Extended Studies courses and programs (see below) available through the campus and also may include courses from the regular university curriculum.

### Extended Studies Program

Courses available through ESRP are offered separately from those regular quarter academic and professional programs. Most offerings are scheduled in the evenings or on weekends. Special catalogs of courses (*Catalyst*) are published four times a year and may be obtained from the Division Office. ESRP offers three types of courses.

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

Non-credit and non-transferable courses which are not applicable for degree programs are usually of general interest or designed in response to identified needs in the community.

Special programs designed for relicensure or other forms of continuing education needs are offered as well as nondegree, transferable professional development courses.

### Certificate Programs

Certificate programs are designed for individuals who seek formal recognition for completing an organized, integrated, specialized program of study not normally available through other university offerings. Certificate programs currently



## ***Extended Studies and Regional Programs***

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administered through ESRP include The Attorney Assistant, Chemical Dependency, and Computers in Education.

### **Travel Study Programs**

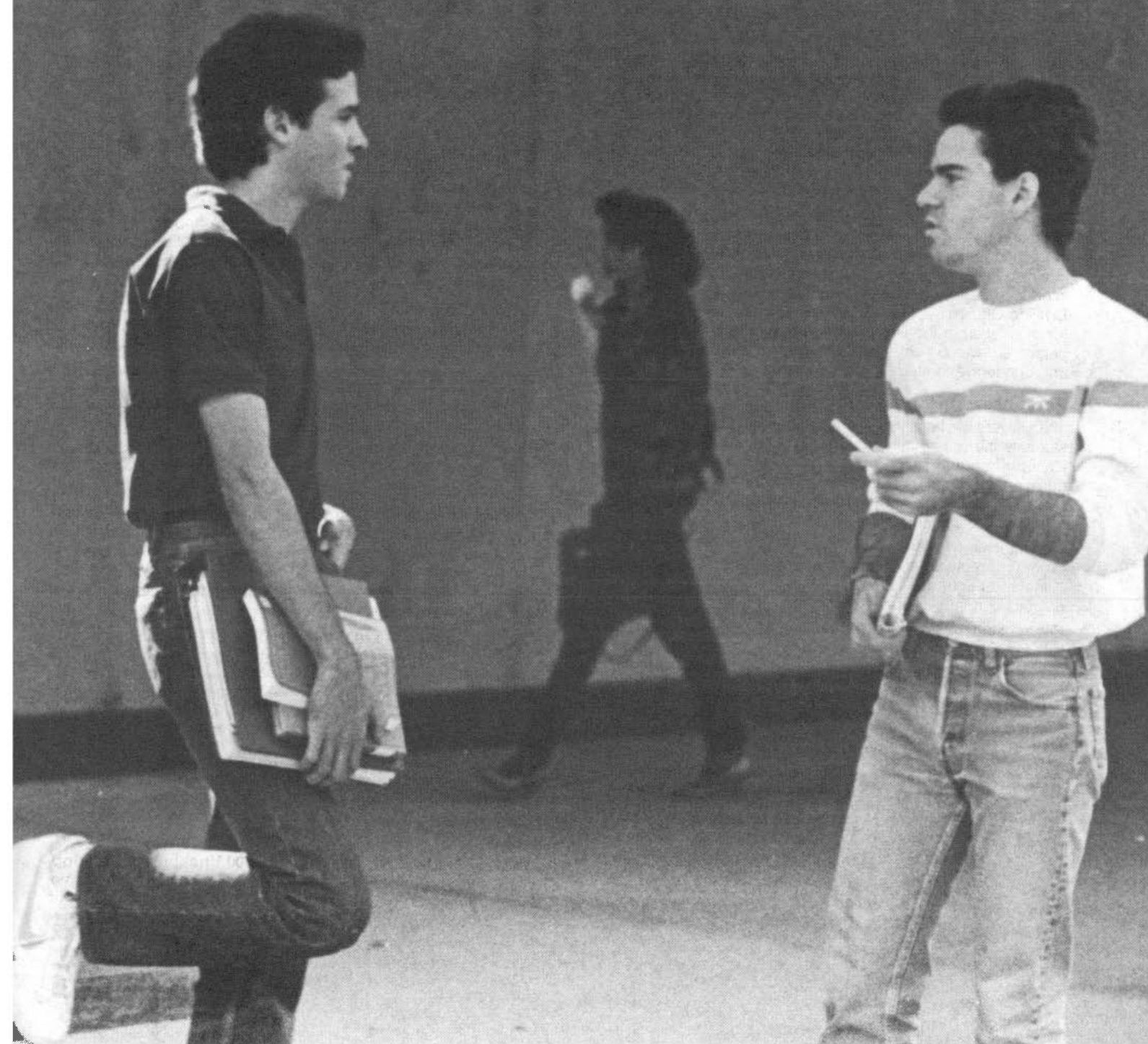
ESRP administers a number of programs which combine travel and study. Travel programs during the academic year are generally limited to regional study programs. Foreign travel study is generally undertaken during the summer. Approved and knowledgeable instructors conduct the programs. Classroom sessions, reading assignments, reports and projects augment the travel or field experience. Under special conditions independent study credit is available for study abroad.

### **Conferences**

The Division of ESRP is prepared to provide staff assistance in planning, coordinating, and holding of conferences and workshops of significant educational interest or need. The staff will assist with the preparation of budget, preparation of promotional materials and special mailings, and make recommendations concerning the services needed for the event.



Library





## **Inter-School Programs Division of Undergraduate Studies**

SCI I 104, 664-3420

Dean: Dr. James H. George, Jr.

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

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

The Division also offers special General Studies courses. Most of these one or two unit courses focus on material unavailable in the academic departments (i.e. Biblical Greek) or on topics in which lower division students express an interest. Students interested in having a special course need only to contact the Division Office (Sci I 104, 664-3420). The courses also provide for orientation to the University, instruction on study skills, and personal development. The course format is always informal and conducive to student-faculty exchange.

### **Personalized Honors Program**

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

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

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

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

Information regarding the Personalized Honors Program is available in the office of the Dean of Undergraduate Studies (Sci I 104, 664-3420).

### **General Studies Courses**

**General Studies 118.100 Making it in College (2)** 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 131 Assertion Training (2)** A discussion-practice course designed to teach students how to express opinions, feelings, and attitudes in an effective and socially appropriate manner. The goal is to improve self-confidence and self-expression in academic and non-academic settings. Limited enrollment.

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

**General Studies 158 Procrastination: Writer's Block and Creativity (2)** This course deals with the psychological blocks, especially those that keep us from fulfilling those priorities we have set for ourselves. Discover the sources and symptoms of procrastination, blank-page panic, print overdose, and other blockages associated with creative lags of all kinds. (Enroll, don't put it off!)

**General Studies 160 Orientation to California State University, Bakersfield (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 (1)** Adult students often are faced with issues and considerations related to returning to an educational setting. Guest speakers will address such topics as: adult development, self-esteem building, home and family responsibilities, and career choice or change. This class may be substituted for GST 160 Orientation to CSUB.

**General Studies 168 Vocabulary Development (2)** 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 168.100, .200, and .300 Vocabulary Development—ESL (2)** The course will focus on increasing one's vocabulary and understanding of the English language as used in



America. This class is reserved for the International Students (non-native speakers) who are participating in the English-as-a-Second Language Program.

**General Studies 200 Meet the World (2)** Selected international students and faculty members will give presentations and lead discussions on the geography, culture, and recent events of their native countries. The instructor, the Director of the Center of International Education, will serve as moderator.

**General Studies 203 Career Search (1)** Assists students in selecting college major and/or career. Emphasis upon the value of self knowledge and how it is acquired, exploration of options, career information resources, group discussions on the role of values, skills, and attitudes in making career decisions.

**General Studies 204 Job Search (1)** Assists students to prepare for a job search. Emphasis upon self assessment-personal traits, skills, methods used to communicate this to potential employers. Resume, letter writing, search strategies and information gathering techniques studied.

**General Studies 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 1990-91 included the following:

Coping with Test Anxiety  
Cinco de Mayo  
Afro-American History  
Human Sexuality Seminars  
Stress Management  
Women Role Models for Change  
Thinking Critically  
AIDS Concerns  
Adult Children of Alcoholics  
People Skills  
Single Parents  
Writing the Term Paper

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

**General Studies 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. This is a course for Liberal Studies Credential-Track majors and preference is given to upper division students.

**Human Corps 296/396. Community Service (1)** The course provides student volunteers with an opportunity to gain community service experience working with non-profit, governmental, educational or community-based service organizations. Open to all students in good academic standing, regardless of major or class standing. A student may suggest a suitable placement or request an assignment from the Human Corps office. Offered on a credit, no credit basis only.





# Child Development Major

DDH B100, 664-2219

Program Coordinator: B. Greathouse

Faculty: J. Morales-Flores, L. Ost, R. Sethi

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

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

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

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

## Requirements for the Major

For the Bachelor of Arts degree in Child Development, a student must demonstrate competency with the basic theoretical, conceptual, and methodological perspectives underlying a broad interdisciplinary approach to the study of child development. To fulfill the major requirements, the student must complete at least 17 courses as specified below.

All students desiring to major in Child Development, and especially those who desire also to fulfill the requirements for the multiple subjects credential in the State of California, must plan a program of study in consultation with an advisor assigned by the program coordinator (DDH B-100, 664-2210).

## Prerequisites

- \* Psychology 100. Perspectives in Psychology (5 GE)
- \* Biology 100. Perspectives in Biology (5 GE)

\* General Education course

Select one of the following:

- \* Mathematics 140. Elementary Statistics (5 GE)
- \* Psychology 200. Statistical Methods in Psychological Research (5 GE)

## Core

- Child Development 208. Child, Family and Community (5)
- Child Development 210. Practicum in Child Development (2)
- Child Development 300. Introduction to Developmental Research Methods (5)
- \* Child Development 320. Individual and Family Development in Selected Non-Western Cultures (5 GE)
- Child Development 411. Infant Stimulation and Development (5)
- Child Development 412. Growth and Development of Children (5)
- Child Development 413. Adolescent Growth and Development (5)
- Child Development 414. Advanced Field Experience in Child Development (2)
- Child Development 490. Senior Seminar (6)
- Biology 258. Biological Aspects of Child Development (5)
- Biology 370. Nutrition (3)
- Psychology 310. Child Psychology (5)

Select two of the following:

- Psychology 411. Cognitive and Perceptual Development (5)
- Psychology 412. Personality and Social Development (5)
- Psychology 413. Language Development (5)

Select two of the following:

- Behavioral Science 318. Culture and Personality (5)
- \* Behavioral Science 435. Family and Kin Around the World (5)
- Sociology 364. Family and Society (5)
- Sociology 366. Childhood and Society (5)
- Sociology 464. Family and Stress (5)

## Strongly recommended:

- ED-EC 443. Supervision and Administration of Early Childhood Education (5)
- ED-EC 443.001. Internship in Administration and Supervision of Children's Programs (5)

## Teaching Credential—Multiple Subjects

The CSUB degree in Child Development has been certified by the Commission on Teacher Credentialing (CTC) as satisfying subject-matter examination waiver requirements for the State of California Multiple Subjects Credential. A degree requires a minimum of 186 quarter units, including at least 60 upper division. This degree option (a CTC approved waiver program) requires approximately 181 quarter units of



coursework in twelve subject areas including a concentration in child development. For a B.A. in child development with a subject-matter examination waiver leading to a teaching credential, the student must complete the following requirements:

**Area One: Language (30)**

1. Composition: Completion of the following two courses, appropriate tests, or equivalent transfer courses.
  - a. English 110 (Expository Writing) or equivalent
  - b. English 310 (College Composition) or 410 (Modes of Writing) with a grade of B— or better or 9 on the Upper Division Writing Competency Examination
2. Literature: Completion of a literature course.
  - a. One Upper Division Literature Course
3. Oral Communication: Completion of one of the following courses or the equivalent transfer course.
  - a. Communications 108 (Strategies of Public Communication) or Theatre 232 (Acting I)
4. Grammar: Completion of the following course or its upper division equivalent.
  - a. English 319 (Structure of English)
5. Language: Completion of one of the following courses or the upper division equivalent.
  - a. ED-B1 476 (Introduction to English as a Second Language), English 415 (Introduction to Linguistics) or 420 (Sociolinguistics: Language, Society and Education), Spanish 412 (Introduction to Spanish Linguistics) or 420 (Southwest Spanish) or Spanish 201 (Intermediate Spanish Grammar).

**Area Two: Mathematics (15)**

1. Mathematical Concepts: Completion of one college-level statistics course or transfer equivalent.
  - a. Math 140 or Psychology 200 or an equivalent transfer course
2. Completion of the following two courses or upper division equivalent.
  - a. Math 320 (An Introduction to Number-Systems)
  - b. Math 321 (Basic Concepts of Geometry and the Real Numbers)

**Area Three: Sciences (15)**

1. Life Science: Completion of the following life science courses or their articulated transfer equivalent.
  - a. Biology 258 (Biological Bases of Child Development)
2. Physical Science: Completion of the following physical science course or its articulated transfer equivalent.
  - a. Science 101 (Principles of Physical Science)
3. Integrated Science Principles: Completion of the following course or its upper division equivalent.
  - a. Science 314 (Science for Elementary School Teachers)

**Area Four: Social Sciences (45)**

1. U.S. History and Government: Completion of the following two courses or their articulated transfer equivalent.
  - a. History 231 (Survey of American History to 1865)
  - b. Political Science 101 (American Government and Politics)
2. World History and Culture: One course from each of the following areas.

- a. Early Western Civilization: Completion of one of the following courses or a transfer course that studies early Western Civilization (prior to 1800).
  - (1) History 202 (Western Civilization I) or 204 (Western Civilization II) or Religious Studies 110 (Religion in Western Civilization)
- b. Non-Western Culture: Completion of one of the following courses or a transfer course that studies a non-Western Culture.
  - (1) Anthropology 370 (Third World Communities), Child Development 320 (Individual and Family Development in Selected Non-Western Cultures), History 222 (From Waves to Robotics: The Evolution of Modern East Asia), History 250 (History of Africa) Political Science 208 (The Politics of Change in Asian Societies) or 308 (Government and Politics in China), or Religious Studies 111 (Religion in Asian Culture), 331 (Islam), 345 (India), or 348 (China and Japan)
3. Geography: Completion of the following course or a cultural geography course from another institution.
  - a. Geography 302 (Cultural Geography)
4. Economic Perspectives: Completion of the following course or an equivalent transfer course.
  - a. Economics 209 (Economy and Society)
5. Psychological Perspectives: Completion of the following course, or an equivalent transfer lower division or upper division course.
  - a. Psychology 310 (Child Psychology)
  - b. Completion of one of the following courses, or an equivalent upper division course.
    - (1) Psychology 411 (Cognitive and Perceptual Development), Psychology 412 (Personality and Social Development), Psychology 413 (Language Development)
6. Anthropological/Sociological Perspectives: Completion of one of the following courses, or an equivalent upper division course.
  - a. Behavioral Science 318 (Culture and Personality), Sociology 366 (Childhood and Society), Sociology 364 (Family & Society), Sociology 464 (Family & Stress), or Behavioral Science 435 (Family & Kin Around the World)

**Area Five: Humanities (10)**

1. Critical Thinking: Completion of one of the following courses, passage of a waiver examination, or a transfer course satisfying the CSUB general education's critical thinking requirement.
  - a. Philosophy 102 (Logical Reasoning) or Humanities 102 (Critical Thinking and Writing)
2. Philosophical and Ethical Perspectives: Completion of one of the following courses or a philosophy or ethics course from another institution.
  - a. Philosophy 100 (Philosophical Ideas), 201 (Introduction to Ethics), 334 (Law and Morality), or 478 (Special Topics in Applied Ethics), or Interdisciplinary Studies 333 (Political Philosophy and Thought)

**Area Six: Visual and Performing Arts (10)**

1. Appreciation and understanding of visual and performing arts.



## Child Development Major

- a. Visual or performing art for the elementary classroom: Completion of one of the following courses:
  - (1) Art 401 (Theory and Practice of Art), Music 401 (Foundation of Music Education), or Theatre 305 (Creative Dramatics)
- b. Visual or performing art. Completion of a course in a discipline different from the discipline of the course used to satisfy requirement 1a.
- c. Music. Completion of one course in music. The course used for 1a or 1b may also satisfy this requirement.

### Area Seven: Health and Physical Education (5)

1. Awareness of the issues connected to alcohol, drugs, and nutrition as they affect elementary school age children.
  - a. Completion of the following course or the equivalent transfer course.
    - (1) Health Science 320 (Current Health Problems)
2. Principles of physical education as they affect elementary school age children.
  - a. Completion of the following course or an upper division equivalent.
    - (1) Physical Education 412 (Physical Education in the Elementary School)

### Area Eight: Human Development (10)

1. Understanding all the domains of human development from childhood through adolescence. Completion of the following two courses.

Students planning to teach in the primary grades, complete the following courses:

- a. Child Development 208 (Child, Family and Community)
- b. Child Development 411 (Infant Stimulation and Development)

Students planning to teach in the upper grades, complete the following courses:

- a. Child Development 208 (Child, Family and Community)
- b. Child Development 413 (Adolescent Growth and Development)

### Area Nine: Ethnic, Gender, Cultural and Handicapped Perspectives (10)

1. Understanding and appreciating the perspectives of gender, racial, and ethnic minorities, and non-majority cultures.
  - a. Hispanic, Asian, or African-American: Completion of one of the following courses or a transfer course that focuses on the Hispanic and/or African-American culture.
    - (1) Behavioral Science 351 (Social Psychology of the Ghetto/Barrio), English 420 (Sociolinguistics: Language, Society and Education), History 466 (History of Black America since 1865) or 468 (The Chicano Experience), Religious Studies 354 (Ethnic Religion), Sociology 327 (Race and Ethnic Relations) or 333 (Mexican American in Contemporary Society), or Spanish 425 (Chicano Literature)
  - b. A second course selected from the list of courses satisfying the Women or Ethnic/Racial Minority Culture Minority Requirement or an equivalent transfer course. The two courses must not both focus primarily on the same ethnic, racial, or cultural minority group. Please note that Child Development 320 (Individual and Family Development in Selected Non-Western Cultures), an integral part of the Child Development major, is included in the list of these courses.

### Area Ten: Technology (7)

1. Computer Competency: Completion of one of the following courses, and articulated equivalent transfer course or the CSUB computer competency waiver exam.
  - a. General Studies 390 (Introduction to Micro Computers)
  - b. One course from the list of General Education courses in goal 13 focusing on technology

### Area Eleven: Field Experience (2)

1. Experience in an elementary school setting: Completion of one of the following courses or transfer equivalent.
  - a. Child Development 210 (Field Experiences in Child Development), ED-EL 240 (Early Field Experience in the Elementary School)

### Area Twelve: Assessment (3)

1. Demonstration of subject matter competency: Completion of the following course.
  - a. ED-EL 400 (Assessment)

### Area Thirteen: Concentration (19)

The concentration provides the capstone for the Child Development major. A majority of the courses within the major are strategically placed in appropriate areas as identified by the CTC guidelines. The interdisciplinary nature of the Child Development program provides an ideal opportunity to address content in a number of these subject areas. The concentration requires the completion of four related courses including the senior seminar for a total of 19 quarter units. It does not include those specific courses that are used to meet requirements in subject areas. Upper division courses taken at other institutions can be substituted with the approval of the advisor and program coordinator.

1. Child Development: Completion of the following courses:
  - a. Biology 370 (Nutrition), Child Development 300 (Research Methods in Child Development), Child Development 490 (Senior Seminar) and Child Development 412 (Growth and Development of Children)

### Courses

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

**Child Development 208. Child, Family and Community** An overview of the theories of child development and impact of social influences. Focus on patterns and dynamics of family living and community influences. Exploration of cultural and social factors on child development and education.

**Child Development 210. Practicum in Child Development (2)** Observation and participation in preschool and elementary (K-3) settings. This course is designed to aid prospective early childhood education teachers' conceptual understanding of a developmentally appropriate curriculum and teaching strategies. A weekly reflective journal and assigned readings are required of students who enroll in this course. Student placement may be through the Human Corps. Students will volunteer in classrooms for 30 hours per quarter. This course is not open to freshmen.

**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 296. Human Corps (1)** One unit of credit for 30 or more hours of volunteer community service experience working directly with young children (Pre-K through grade 3) in a variety of socioeconomic settings. Open to students who are interested in pursuing a career in Early Childhood Education (Pre-K through grade 3). Students may request an assignment through the Human Corps office. A journal, a brief reflective paper and occasional meetings with a faculty sponsor are required. This course may be repeated up to twelve times (12 units), however, students may earn only one unit per quarter. Offered on a credit, no credit basis only.

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

**Child Development 320. Individual and Family Development in Selected Non-Western Cultures** An exploration of the values, attitudes, child rearing practices, family and social relationships in a variety of non-western cultural settings including China, India, Japan, Korea and "indigenous" Mexico. The impact of these factors on the personal, social, economic and political systems will be discussed. Comparisons with Western family systems including cultural universals and differences will be emphasized. The course will also give attention to an analysis of immigrant experiences in the United States.

**Child Development 411. Infant Stimulation and Development** Interdisciplinary focus on growth and development from conception through the first two years of life. Special emphasis is given to contemporary research in physiological and motor development, socio-emotional development, cognitive development, health and nutrition, child rearing practices and infant stimulation. Cultural and ethnic influences are also considered. Lecture and discussion. Prerequisite: Child Development 208.

**Child Development 412. Growth and Development of Children** Advanced study in growth and development from pre-school through elementary school years. Contemporary research and evidence from field experiences with children in a variety of environments, examination of patterns and causes of behavior. Prerequisite: Child Development 208.

**Child Development 413. Adolescent Growth and Development** Advanced study of the physical, social, emotional, and intellectual development of preadolescents and adolescents. Contemporary research and evidence from field experiences with children in a variety of environments; examination of patterns and causes of behavior. Prerequisite: Child Development 208.

**Child Development 414. Advanced Field Work in Child Development (2)** This off-campus course is designed as an advanced practicum in child development, allowing the student to participate in a group program for young children. Emphasis of the course will be on developing an understanding of the behaviors of preschool and elementary children in a variety of cross-cultural and socioeconomic settings. Students will use naturalistic observation and participant observation procedures to record the actions, behaviors and dialogues of young children. In addition, the students will interact with the children by reading trade books and other assigned activities. Each student will be

assigned an average of six hours of practicum a week. In addition, the students will be required to attend individual and group conferences. Prerequisites: Child Development 210 and classification as a sophomore, junior or senior.

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

**Child Development 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

DDH C100, 664-2221

Program Coordinator: Dean, School of Arts and Sciences

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 a broad liberal arts experience. Students take courses in most areas of the liberal arts, and are also required to develop some in-depth understanding of a single discipline or area. The major has also been designed to provide the educational experience best suited for the prospective teacher.

The Liberal Studies program has been approved by the Commission on Teacher Credentialing as a program waiving the subject matter examination required for licensing for multiple subjects instruction in the public schools. To qualify for the waiver, students must complete the program described below. Students interested in this program should contact the Dean of the School of Arts and Sciences (DDH C100, 664-2221).

## Requirements for the Major

### A. CORE

Students wishing to complete the approved multiple subjects waiver major must complete the requirements within each of the following **AREAS**. These requirements can be satisfied either with CSUB courses, transfer courses or, as appropriate, waiver examinations. A course used to satisfy one requirement cannot be used to satisfy a second requirement in a different area or be counted as part of the **Upper Division Concentration**.

#### Area One: Language

1. Composition. Completion of the following two courses, appropriate tests, or equivalent transfer courses.
  - a. English 110 (Expository Writing) or equivalent
  - b. English 310 (College Composition) or 410 (Modes of Writing) with a grade of B– or better or 9 on the Upper Division Writing Competency Examination
2. Literature. Completion of an upper division literature course.
3. Oral Communication. Completion of one of the following courses or the equivalent transfer course.
  - a. Communications 108 (Strategies of Public Communication) or Theatre 232 (Acting I)
4. Grammar. Completion of the following course or its upper division equivalent.
  - a. English 319 (Structure of English)
5. Language. Completion of one of the following courses or the upper division equivalent (except with Spanish 201 which can have a lower division transfer equivalent).
  - a. Education-Bilingual 476 (Introduction to English as a Second Language), English 415 (Introduction to Linguistics) or 420 (Sociolinguistics: Language, Society and Education), or Spanish 412 (Introduction to Spanish Linguistics) or 420 (Southwest Spanish) or Spanish 201 (Intermediate Spanish Grammar)

#### Area Two: Mathematics

1. Mathematical concepts. Completion of the following two courses or upper division equivalent.

- a. Math 320 (An Introduction to Number-Systems)
- b. Math 321 (Basic Concepts of Geometry and the Real Numbers)

#### Area Three: Sciences

1. Life Science. Completion of the following life science course or its articulated transfer equivalent.
  - a. Biology 100 (Perspectives in Biology)
2. Physical Science. Completion of the following physical science course or its articulated transfer equivalent.
  - b. Science 101 (Principles of Physical Science)
3. Integrated Science Principles. Completion of the following course or its upper division equivalent.
  - c. Science 314 (Science for Elementary School Teachers)

#### Area Four: Social Sciences

1. U.S. History and Government. Completion of the following two courses or their articulated transfer equivalent.
  - a. History 231 (Survey of American History to 1865)
  - b. Political Science 101 (American Government and Politics)
2. World History and Culture. One course from each of the following areas:
  - a. Early Western Civilization. Completion of one of the following courses or a transfer course that studies early Western Civilization (prior to 1800)
    - (1) History 202 (Western Civilization I) or 204 (Western Civilization II) or Religious Studies 110 (Religion in Western Civilization)
  - b. Non-Western Culture. Completion of one of the following courses or a transfer course that studies a non-Western culture.
    - (1) Anthropology 250.003 (Peoples of the World: Africa), or 370 (Third World Communities), Child Development 320 (Individual and Family Development in Selected Non-Western Cultures), History 222 (From Waves to Robotics: The Evolution of Modern East Asia), Political Science 208 (The Politics of Change in Asian Societies) or 308 (Government and Politics in China), or Religious Studies 111 (Religion in Asian Culture), 331 (Islam), 345 (India), or 348 (China and Japan)
3. Geography. Completion of the following course or a cultural geography course from another institution.
  - a. Geography 302 (Cultural Geography)
4. Economic Perspectives. Completion of the following course or an equivalent transfer course.
  - a. Economics 309 (Economy and Society)

#### Area Five: Humanities

1. Critical Thinking. Completion of one of the following courses, passage of a waiver examination, or a transfer course satisfying the CSUB general education's critical thinking requirement.



- a. Philosophy 102 (Logical Reasoning) or Humanities 102 (Critical Thinking and Writing)
2. Philosophical and Ethical Perspectives. Completion of one of the following courses or a philosophy or ethics course from another institution.
  - a. Philosophy 100 (Philosophical Ideas), 201 (Introduction to Ethics), 334 (Law and Morality), or 478 (Special Topics in Applied Ethics), or Interdisciplinary Studies 333 (Political Philosophy and Thought)

#### **Area Six: Visual and Performing Arts**

1. Appreciation and understanding of visual and performing arts.
  - a. Visual or performing art for the elementary classroom. Completion of one of the following courses or an upper division equivalent.
    - (1) Art 401 (Theory and Practice of Art), Music 401 (Foundation of Music Education), or Theatre 305 (Creative Dramatics)
  - b. Visual or performing art. Completion of a course in a discipline different from the discipline of the course used to satisfy requirement 1a.
  - c. Music. Completion of a music course. The course used for 1a. or 1b. may also satisfy this requirement.

#### **Area Seven: Health and Physical Education**

1. Awareness of the issues connected to alcohol, drugs, and nutrition as they affect elementary school age children.
  - a. Completion of the following course or the equivalent transfer course.
    - (1) Health Science 320 (Current Health Problems)
2. Principles of physical education as they affect elementary school age children.
  - a. Completion of the following course or an upper division equivalent.
    - (1) Physical Education 412 (Physical Education in the Elementary School)

#### **Area Eight: Human Development**

1. Understanding the development of the child. Completion of one of the following courses or an equivalent course.
  - a. Child Development 412 (Growth and Development of Children) or 413 (Adolescent Growth and Development) Psychology 310 (Child Psychology) or 410 (Theories of Development) or Sociology 366 (Childhood and Society)

#### **Area Nine: Ethnic, Gender, Cultural and Handicapped Perspectives**

1. Understanding and appreciating the perspectives of gender, racial and ethnic minorities, and non-majority cultures.
  - a. Hispanic or African-American. Completion of one of the following courses or a transfer course that focuses on the Hispanic and/or African-American culture.
    - (1) Behavioral Science 351 (Social Psychology of the Ghetto/Barrio), English 364 (Studies in Fiction: The Afro-American Experience) or 420 (Sociolinguistics: Language, Society and Education), History 466 (History of Black America Since 1865) or 468 (The Chicano Experience), Religious Studies 354 (Ethnic Religion), Sociology 327 (Race and Ethnic Relations) or 333 (Mexican American in Contemporary Society), or Spanish 425 (Chicano Literature)

- b. A second course selected from the list of courses satisfying the Women or Ethnic/Racial Minority Culture Minority Requirement or an equivalent transfer course. The two courses must not both focus primarily on the same ethnic, racial, or cultural minority group.

#### **Area Ten: Technology**

1. Computer competency. Completion of one of the following courses, an articulated equivalent transfer course or the CSUB computer competency waiver exam.
  - a. Computer Science 120 (Computer Skills and Concepts) or General Studies 390 (Introduction to Micro Computers)
2. Understanding of contemporary technology. Completion of any General Education Goal XIII course.

#### **Area Eleven: Field Experience**

1. Experience in an elementary school setting. Completion of the following course or its transfer equivalent.
  - a. ED-EL 240 (Early Field Experience in the Elementary School)

#### **Area Twelve: Assessment**

1. Demonstration of subject matter competency. Completion of the following course.
  - a. ED-EL 400 (Assessment)

### **B. UPPER DIVISION CONCENTRATION**

#### **Area Thirteen: Concentration**

The concentration requires the completion of four related courses. One of the four is to be a senior seminar. The minimum number of units required in a concentration is 19 quarter units. No course used to meet one of the requirements above can be double counted in a concentration. Upper division courses taken at other institutions can be substituted but only with the approval of the advisor and the program coordinator. Approved concentrations and the courses that meet the concentration requirements are found below.

1. Double Major
2. Language
  - a. Three upper division courses to be selected from ED-BI 476, English 318, 402, 403, 404, 415, 420; Spanish 412 and 413; and Psychology 413.
  - b. Liberal Studies 490.001.
3. Literature
  - a. Three upper division literature courses to be selected from those courses offered by the English and Communications Department, History 364, or Humanities 363.
  - b. Liberal Studies 490.001.
4. Life Science
  - a. Biology 210, 211, and 255/256.
  - b. Liberal Studies 490.003.
5. Physical Science
  - a. Physics 110 or 150.
  - b. Chemistry 100 or 150.
  - c. Geology 100 or 201.
  - d. Liberal Studies 490.003.
6. Mathematics
  - a. Mathematics 106.



## Liberal Studies Major

- b. Two other math courses (excluding the General Education math course and Mathematics 120, 320, and 321). Math 422 is strongly recommended.
  - c. Liberal Studies 490.003.
7. American History, Government, and Society
    - a. Three upper division courses to be selected from History 351, 352, 355, 356, 357, 358, 370, 371, 445, 450, 451, 455, 460, 461, 465, 466, 468, 469, and 475; Political Science 314, 315, 316, 317, and 320; Religious Studies 381; Sociology 323, 327, and 440.
    - b. Liberal Studies 490.002.
  8. World Civilization and Culture
    - a. Three upper division courses to be selected from Anthropology 320, 333, 338, 353, 370; Behavioral Science 435; History 301, 302, 303, 304, 305, 306, 307, 308, 309, 325, 340, 424, 425, 426, 435; Humanities 374, 375, 376, or 378; Interdisciplinary Studies 486; Philosophy/Religious Studies 343; Political Science 305, 306, 308, 309; and Spanish 320; or any upper division course, not previously counted, from the list of approved courses for General Education Goals VIII or IX.
    - b. Liberal Studies 490.001 or 490.002.
  9. Humanities
    - a. Three upper division courses to be selected from English 391 and 393; Humanities 395; Interdisciplinary Studies 333 and 362; Philosophy 302, 303, 304, 332, 334, 343 and 478; Religious Studies 301, 302, and 361.
    - b. Liberal Studies 490.001.
  10. Art
    - a. Three upper division courses in Art and to include at least one art history and one art studio course.
    - b. Liberal Studies 490.001.
  11. Theatre Arts
    - a. Three upper division Theatre courses.
    - b. Liberal Studies 490.001.
  12. Bilingual/Bicultural Studies
    - a. Spanish language course at the 202 level or higher.
    - b. One of the following: Anthropology 320, 333, or 353; or Interdisciplinary Studies 486.
    - c. One of the following: Behavioral Science 351; History 468; Sociology 327 or 333; or Spanish 424 or 425.
    - d. Liberal Studies 490.001 or 490.002.
  13. Race, Ethnic and Gender Minorities
    - a. Three upper division courses selected from the list of approved courses satisfying the Women and American ethnic and racial cultures requirement. The three courses must allow the study of at least two different minorities.
    - b. Liberal Studies 490.001 or 490.002.
  14. Spanish
    - a. Three upper division Spanish courses selected from those offered by the Foreign Languages Department. The courses selected must be taught in Spanish.
    - b. Liberal Studies 490.001.
  15. Physical Education
    - a. Three courses from the 211 series.
    - b. Two upper division courses to be selected from Physical Education 300, 401, 402, 403, 420, 430, 435, 440, 450, 480.
    - c. Liberal Studies 490.002 or 490.003.
  16. Health and Wellness
    - a. Three upper division courses to be selected from the following:  
Biology 370/371; Interdisciplinary Studies 312 and 465; Psychology 315, 316, 403; Sociology 324, 326, 355, 368, and 464.
    - b. Liberal Studies 490.002.
  17. Environmental Studies
    - a. Biology 203.
    - b. Two of the following, one of which must be upper division. Geography 201; Geology 205, 330; Interdisciplinary Studies, 369, and Economics 370.
    - c. Liberal Studies 490.002 or 490.003.
  18. Child Development
    - a. Any three of the following courses. Biology 258 and 370; Psychology 320, 341, 411, 412, 415; Child Development 412 or 413; Behavioral Science 435 or Child Development 320.
    - b. Liberal Studies 490.002.

## Bilingual Emphasis within the Liberal Studies Major

The bilingual emphasis offers a special opportunity to undergraduate students interested in teaching in a bilingual classroom. By completing the supplementary requirements (p. 273) 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 Dean of the School of Arts and Sciences (DDH C100, 664-2221).

## Non-Credential Major

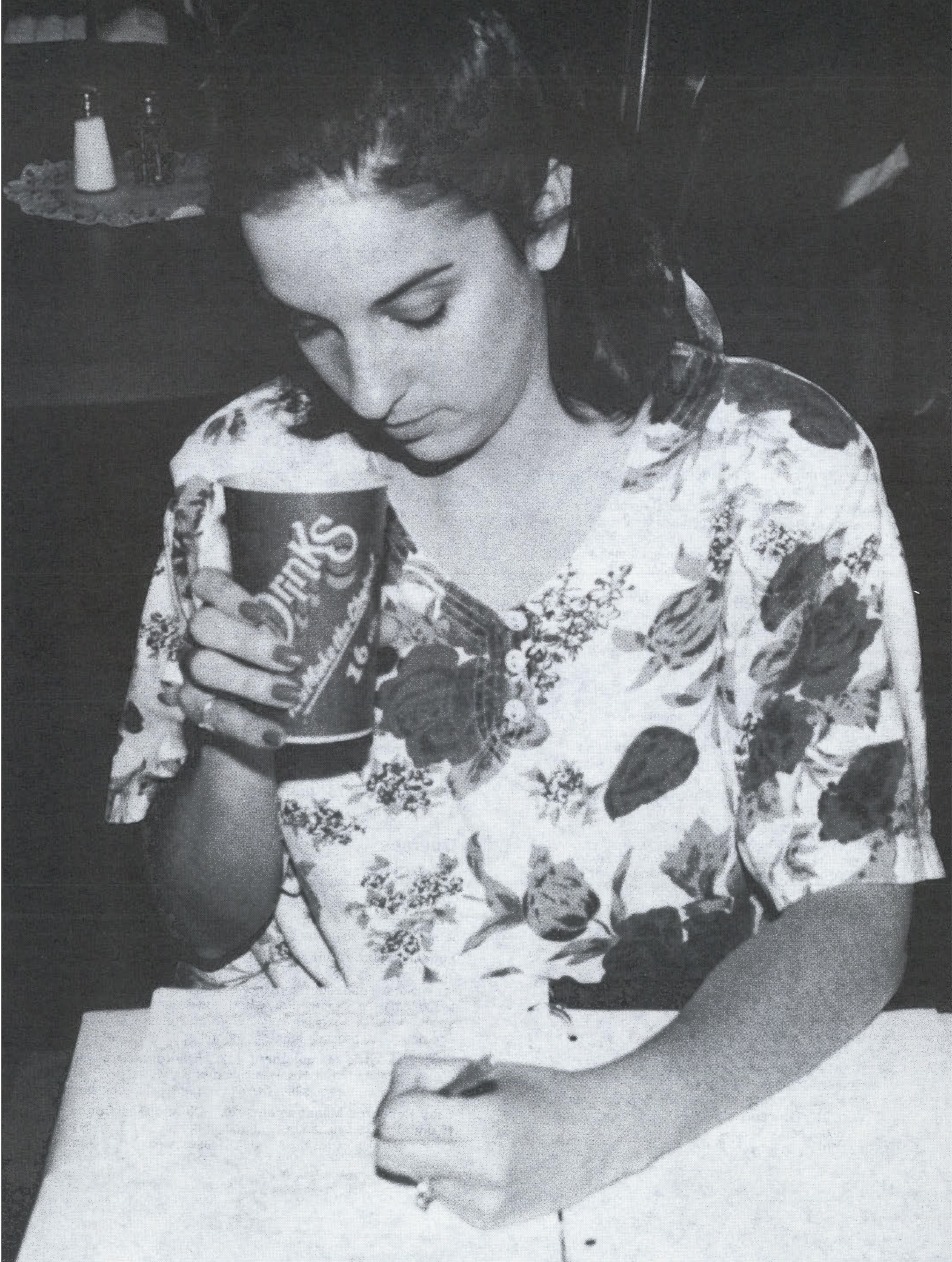
A non-credential Liberal Studies track is offered for students interested in the broad liberal arts experience but not interested in obtaining a teaching credential. Information is available in the program office, SBI 104.

## 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. Suffixes identify the disciplinary orientation of the instructor:

Liberal Studies: 490.001	(Humanities)
490.002	(Behavioral Science)
490.003	(Natural or Physical Science)







## Land Resource Management Major

MB3, 110, 664-2460

Program Coordinator: M. Evans

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### Land Resource Management Major

Land Resource Management is an interdisciplinary major administered by the Dean of the School of Arts and Sciences. The major is a program of study that includes coursework in the following areas: (1) physical and life sciences relating to natural resource use; (2) the legal aspects of resource ownership and use; and (3) the economic and political aspects of resource allocation and environmental protection. The program also includes some basic skills courses in areas such as communications, computers, statistics, and general business.

The major is of sufficient breadth to prepare graduates for entry into a wide range of careers relating to the use, management, and protection of natural resources. These careers are in areas such as resource analysis and planning, environmental health, petroleum and minerals land management, technical and environmental staff support, permitting, and real estate development.

The Petroleum Land Management concentration was developed in consultation with the Bakersfield Association of Petroleum Landmen and is one of eight programs in North America accredited by the American Association of Petroleum Landmen.

### Requirements for the Major

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

#### 1. CORE REQUIREMENTS

- CSci 120, Computer Skills & Concepts
- Math 140, Elementary Statistics
- Comm 108, Strategies in Public Communication
- Comm 304, Technical & Report Writing
- Chem 211, Principles of General Chemistry I
- Chem 212, Principles of General Chemistry II
- Chem 203, General Organic Chemistry
- One of the following:
  - Biol 210, Principles of Animal Biology
  - Biol 211, Principles of Plant Biology
- Biol 306, General Ecology
- One of the following:
  - Geol 201, Physical and Historical Geology
  - Geol 205, Environmental Geology
- One of the following:
  - Geol 303, Concepts of Mineralogy
  - Geol 308, Geomorphology
  - Geol 309, Concepts of Stratigraphy & Sedimentation
  - Geol 310, Concepts of Geochemistry
- Phys 360, Energy
- Geol 320, Hydrology

- Econ 201, Essentials of Microeconomics
- Econ 452, Benefit-Cost Economics
- LRM 379, Real Property Law
- LRM 411, Environmental Law I
- LRM 412, Environmental Law II
- LRM 490, Senior Seminar

#### 2. CONCENTRATION

One of the following concentrations or five courses included in either concentration must be completed.

##### *Petroleum Land Management*

- Acct 210, Accounting Perspectives
- BusA 272, Business Law I
- LRM 420, Oil & Gas Contracts
- LRM 450, Petroleum Land Management Seminar
- Geol 460, Petroleum Exploration

##### *Environmental Policy*

- Econ 370, Environmental & Natural Resource Economics
- InSt 369, Environmental Politics

One of the following:

- BehS 321, Community Politics
- PolS 319, Comparative Politics of California

Two of the following chosen from different disciplines:

- Biol 311, Microbiology
- Biol 410.003, Renewable Resources
- Biol 410.005, Environmental Impact
- Biol 410.006, Ecosystem Dynamics
- Chem 320, Environmental Chemistry
- Geology course from core option (303, 308, 309, 310)

### Requirements for the Minor

Any four of the following: LRM 379, 411, 412, 420, 450.

### Courses

#### **Land Resource Management 379. Real Property Law**

Analysis of the law governing real property entitlements. Legal descriptions of property; title; landlord-tenant relationships; possessory estates; estates in land; concurrent ownership; future interest; conveyances; deeds; restrictions on property rights.

#### **Land Resource Management 411. Environmental Law I**

Overview of the basic legal framework forming the background for environmental regulation, including statutes and administrative rulemaking, common law, and constitutional law. Federal, state, and local agencies involved in environmental regulation. The permitting process and a comparison of NEPA and CEQA.

#### **Land Resource Management 412. Environmental Law II**

A continuation of LRM 412. Regulation of air, water, and hazardous materials. Prerequisite: LRM 411 or permission of instructor.

#### **Land Resource Management 420. Oil and Gas Contracts**

**(5 units)** Examination of contracts in the oil and gas industry. Oil and gas leases; royalties; federal leases; well trades (farmers



and farmouts); pooling and unitization; operating agreements; joint bidding and exploration agreements. Emphasis placed on developing contract writing and interpretation skills. Prerequisite: BA 272.

**Land Resource Management 450. Petroleum Land Management** The petroleum land management function: title searches and curatives; acquisition of mineral and surface rights; environmental permitting and business agreements relating to exploration and development; lease administration; divestiture of mineral properties. Prerequisite: LRM 379 and 420.

**Land Resource Management 477. Special Topics (1-5)** An in-depth study of an area of land resource management not included in current course offerings. May be repeated for different course content. Prerequisite: as announced.

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

**Land Resource Management 490. Senior Seminar (6 units)** Integration of previous casework utilizing case studies. Emphasis placed on ethics and strategies of negotiation and conflict resolution. Guest speakers on selected topics relating to careers in resource and environmental management. Prerequisite: senior class standing.

**Land Resource Management 497. Cooperative Education (variable units)** The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation and grading are the responsibility of the department faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.









## **School of Arts and Sciences**

(DDH C100, 664-2221)

Dean: Ray A. Geigle

Associate Dean: Edwin H. Sasaki

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

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

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

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



## Master of Arts in Behavioral Sciences

Coordinator: Mark Q. Sutton

DDH/AA205, 664-3153

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The Master of Arts Degree in Behavioral Sciences is a research-based program of individualized study dealing with the behavior of people and/or cultures. The faculty of the program intend that the graduates be competent *applied* researchers and scholars of human behavior.

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

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

All students are expected to satisfactorily complete a Masters thesis on a topic of interest to the student, of merit to the field, and worthy of the academy. The thesis is preceded by a thesis proposal that must be approved by the student's Advisory Committee prior to the student undertaking work on the thesis and receiving 695 Thesis credit. A student may elect a comprehensive examination rather than a thesis as the culminating experience for the MA degree in Behavioral Sciences with the approval of the student's Advisory Committee and the coordinator of the Behavioral Sciences graduate program.

A student may elect to choose one of two avenues in the Masters degree program: (I) the General Program; or (II) a course of study leading to a Masters degree in Behavioral Sciences, with a specific concentration in either Anthropology or Sociology.

### THE GENERAL PROGRAM

While not formal concentrations, a student may elect to pursue his/her studies with a focus in Economics, Political Science, or Psychology. The student may also seek an interdisciplinary concentration such as Organizational Behavior, Social Psychology, or Applied Research. The student's program of study is designed by the student and his/her Advisory Committee. Programs of study will meet the particular needs of the students, based on their occupational and/or further educational interests. Former students are currently employed as corporate managers, economic analysts, social and human services administrators, University professors, community and public school faculty, agricultural extension specialists, and public health providers, to name but a few.

*Two (2) specific courses* are required of all students in the general program. These courses are, by both design and

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

### THE CONCENTRATION PROGRAM

This avenue to the Masters Degree is similar to the general program in form but will result in a specific concentration in either Anthropology or Sociology (and will be so indicated on the official record).

#### Anthropology

Three (3) specific courses are required: BehSc 500 (Advanced Statistical Methods), BehSc 501 (Research Design and Analysis) and Anthro 545 (Theories of Culture). Thirty (30) additional quarter units of study are required. The specific research focus and courses to fill the 30-unit requirement must be worked out in conjunction with the student's Advisory Committee.

#### Sociology

Three (3) specific courses are required: BehSc 500 (Advanced Statistical Methods), BehSc 501 (Research Design and Analysis) and Sociology 502, Advanced Sociological Theory. Thirty (30) quarter additional units of study are required. The specific research focus and courses to fill the 30-unit requirement must be worked out in conjunction with the student's Advisory Committee.

### ADMISSION

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

- A. Any student who has completed the baccalaureate degree may be admitted to 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 REQUIRES:**

- A. Classified Status.
- B. Completion of 25 quarter units of graduate work, applied toward the M.A. in Behavioral Sciences, 15 of which are at the 500 level or above, with a GPA of 3.0 or better in graduate course work at CSB.
- C. Completed and approved "Declaration of Committee" form.
- D. Thesis *proposal* approved by the student's Advisory Committee and filed with the 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 remainder not below the 400 level. At least 32 units must be earned in residence.
- B. A GPA of 3.0 or better in graduate work at CSB applied toward the M.A. in Behavioral Sciences and at least a C (2.0) in all courses.
- C. Completion of a thesis or comprehensive examination.
- D. All requirements for the M.A. in Behavioral Sciences (including acceptance of the thesis) must be completed before student can participate in graduation ceremonies.



## **Interdisciplinary Programs**

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

### **Interdisciplinary Concentrations**

#### **Concentration in Chicano Studies**

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

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

Requirements:

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

- A. Three of the nine courses will be those listed on page 117 as required courses for the Chicano Studies Minor.
- B. Six optional courses chosen from those listed on page 117 for the Chicano Studies Minor.

#### **Concentration in Environmental Studies**

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

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

(B.S.). Interested students should contact the chair of the appropriate department for additional information (Biology 664-2460, Economics 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.

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 84 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)

- History 468, The Chicano Experience**
- Sociology 333, Mexican Americans in Contemporary Society or Sociology 327, Race and Ethnic Relations, or Behavioral Science 351, Social Psychology of the Ghetto/Barrio**
- 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



## Arts and Sciences—Interdisciplinary Minors

### 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 465. Death and Aging in a Technological Society**

##### **IN ST 496. Internship in Gerontology**

Total of 20 quarter units required.

### Speech and Theatre Minor

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

#### **A. Prerequisite for the Minor (5 quarter units)**

One course from among the following:

##### **Communications 108. Rhetorical Strategies of Communication**

##### **Theatre 232. Acting I**

#### **B. Performance (6 quarter units)**

Any combination of the following:

##### **Communications 212/412. Intercollegiate Forensics (2)**

##### **Theatre 201.001/401.001. 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**

##### **Behavioral Science 435. Family and Kin Around the World.**

##### **Child Development 320. Individual and Family Development in Selected Non-Western Cultures.**

##### **English 373. Images of Women in Literature and Film**

##### **Fine Arts 402.002. 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**  
**Sociology 365. Sex Roles and Society**  
**Sociology 464. Family and Stress**  
**Theatre 381. Twentieth Century Women Playwrights**

### **Interdisciplinary Courses**

For a variety of reasons, some courses in the University are offered on an interdisciplinary basis. 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. Prerequisite: Completion of Mathematics 140 or Psychology 200 or equivalent. Lecture/discussion and one three-hour laboratory.

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

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

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

**Behavioral Science 318. Culture and Personality** A survey of the impact of psychology on anthropological studies, focusing on the relationship between cultural processes and personality characteristics in tribal and modernizing societies. Recommended: One course in anthropology, psychology, or sociology. Carries credit in Anthropology, Psychology, or Sociology.

**Behavioral Science 321. Community Politics** An examination of mobilization and policy at subnational levels. Emphasis on American metropolitan communities. Major concepts are space, structure, participation, leadership, and change. Policy analysis from the literature and local 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: Completion of Behavioral Science 300 or equivalent. Lecture/discussion and one three-hour laboratory.

**Behavioral Science 401. Evaluation Research** Analysis and application of research methodologies appropriate for addressing a variety of evaluation issues. Emphasis is on evaluation research both within organizational contexts and broader



## Interdisciplinary Courses

community settings. Evaluation, design, methods of data collection, procedures for analysis, and formative and summative reporting. Lectures, discussion and three hours of laboratory. Prerequisites: Completion of Mathematics 140 or Psychology 200 or equivalent, a behavioral science research methods course and basic computer skills in data analysis.

### **Behavioral Science 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 102. Critical Thinking and Writing**

This course will focus on the logical reasoning skills necessary for analyzing and constructing arguments as well as basic writing skills. This course satisfies Goal III. Students with an EPT score between 147 and 154 may also use the course to satisfy the English 100 requirement. This course will carry credit in either English or Philosophy.

### **Humanities 363. Philosophy and Religion in Literature**

An examination of such major ideas as love, freedom, self, loneliness, man as moral being, man with or without God, which are found in the literary works of such writers as Plato, Augustine, Dante, Goethe, Dostoevsky, Kafka, Hesse, Eliot, Sartre, and O'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 pre-historic beginnings to 135 Common Era (A.D.). The use of historical evidence and the nature of historical judgments are considered with reference to archaeological remains, Biblical traditions, and the records of Israel's neighbors. Carries credit in Religious Studies.

### **Humanities 395. Comparative Literature: Mirror of Western Civilization**

A course with variable emphasis expressly designed to give students an understanding of the contributions



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

*Don Quijote* in Translation  
 F. Garcia Lorca: Poetry and Drama in Translation  
 Dante and His Times: Prelude to Poetic Development in Spain and England  
 Dante's *Divina Commedia*  
 Twenty-Century Spanish Novel in Translation  
 The Theories of Love in the *Medioevo*: *El libro de buen amor*, *La Celestina* in conflict with Dante's and Cervantes' theories of love  
 French Poetry: Sight and Sound  
 Women in European Literature  
 The Modern French Novel  
 The Picaresque Novel in Spain, France, England  
 The Don Juan Theme in Literature, Theatre, and Music  
 The Mystic Poets of Spain and Germany: From Lulio, Eckhart, St. John of the Cross, and Saint Theresa of Avila to and including Rilke

**Humanities 479. Literature and the Other Arts** An interdisciplinary seminar in a selected topic, period, or style of man's development, that combines experience in a literary genre with a parallel expression in another art, such as painting, music, or film. Extensive reading, independent and group research; lectures and discussion. Carries credit in either English or Fine Arts. Prerequisite for English credit: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent. Prior approval of the department needed for credit in Fine Arts.

**IN ST 205. Perspectives on Women In Society** An interdisciplinary analysis of women which is intended to promote a fuller understanding of the multi-dimensional nature of women and the socialization of men and women. Subjects for discussion and lecture include women in art, music, law, literature, psychology, sociology, religion, and various other areas of interest. Students of both sexes are welcome to participate.

**IN ST 207. Perspectives on Blacks in American Society** An interdisciplinary analysis focusing on the role of African-American men and women in contemporary American society. Subjects for discussion and lecture include the degree to which African-American people are involved in and influence such diverse areas as business, politics, religion, the arts, law, poverty and affluence, and the future of African-Americans in America.

**IN ST 311. Psychology of Religion** A study of the psychological dimension of religion, Western and Eastern. Attention given to various psychological theories of religion, including those of Freud, Jung, and James. Such topics as religious experiences, meditation, psychic phenomena, and the role of religion in personality development are studied. Carries credit in either Psychology or Religious Studies.

**IN ST 312. Plagues and People: A Biohistorical Examination of Mankind and Disease** This course analyzes the relationship between pestilence and population, between man's his-

torical 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 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,



## ***Interdisciplinary Courses***

placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area.

**IN ST 661. Managerial Economics** A study of the tools of economic analysis oriented toward analysis of managerial behavior and the managerial decision making process as related to demand analysis, cost and pricing problems, market organization, forecasting, capital budgeting, and location analysis. Carries credit in either Business Administration or Economics.

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

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

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

**Science 310. The Nature of Science and Technology in a Modern Society** The nature of science and technology will be explored with emphases placed on the structure of knowledge, and its use in society; the relationship of science and technology to a modern society will be considered in terms of approaches to problems, decision-making skills and effects on the quality of life.

**Science 314. Science for Elementary School Teachers** Study of science content and processes shared by physical and life sciences. Laboratory activities focus on the inquiry approach, using materials from multiple curriculum sources. May not be used for science major and cognate requirements. Three lecture-discussions and two three-hour laboratories. Prerequisites: One life science course and one physical science course, at least one of which should have a laboratory component.

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





## Biology Department

(Sci 227, 664-3089)

Chair: F. D. Blume

Faculty: 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, S. E. Silverstone, E. A. Weinheimer

The Department of Biology emphasizes throughout its entire curriculum the relationship that exists between organisms and the environment. As an integral part of this program, classes include extensive field and laboratory investigations allowing for the observation and measurement of biological systems. Students are encouraged to select the courses best suited to their interests. Students may elect to take course sequences (tracks) which have specific emphases. Tracks presently offered include Agricultural Biology, Environmental Studies, Zoology, Botany, Pre-professional Biology, Ecology, Physiology, and Biology for Teachers.

### Requirements For The Major

The requirements for the Bachelor of Science degree in biology include a wide range of courses which allow for diverse student interests. Students are encouraged to take course sequences (tracks) which have specific emphases. Tracks presently offered include Botany, Ecology, Physiology, Pre-professional Biology, and Zoology. Two concentrations are available (Agricultural Biology, Environmental Studies) which are officially designated on the transcript.

Requirements for the Bachelor of Science degree in Biology are:

1. A minimum of 55 units of lower and upper division course work in biology:
  - a. These courses selected from Biology 210, 211, 212, and 255/257 \*
  - b. Biology 301 and 490
  - c. One five-unit course selected from Biology 304, 305, and 306
  - d. One five-unit course selected from 410, 411, and 512
  - e. At least 20 units of additional upper division course work in Biology. Up to three upper division courses from outside the department may be substituted with the approval of the advisor.
2. Five units of computer science in Fortran or Pascal.
3. Five units of college chemistry.
4. At least 15 additional units in appropriate cognate areas, subject to the approval of the advisor.

\* Biology 255 and 257 must be taken together to satisfy one course in this requirement with the advisor's approval.

### Requirements for the Bachelor of Science Degree in Biology with a concentration in Agricultural Biology:

The Agricultural Biology concentration is an intentionally broad program designed to prepare students for careers in agriculturally-related operations, including corporate farms, government agencies, and consulting firms. The program

emphasizes particular skills including information analysis, writing, and speaking. Specific levels of competence are established in general biology and special concentration courses which facilitate solving agricultural problems using biological concepts.

1. A minimum of 60 units in Biology
  - a. Biology 210, 211, and 212
  - b. Biology 301, 304, 306, and 490
  - c. Biology 321 and 362, or 322 and 353
  - d. Three five unit courses with appropriate focus from 410, 411 and 512.
2. Chemistry 211, 212, 213
3. Five units of computer science in Fortran or Pascal
4. Management 300 and 301 and Marketing 300
5. An internship in field work experience is recommended

### Requirements for the Bachelor of Science Degree in Biology with a Concentration in Environmental Studies

The Environmental Studies concentration integrates classroom studies and practical problem-solving, with major emphasis on responsible decision-making on environmental issues. A major concern throughout the program is the development of an awareness of the importance of a deliberate and systematic approach to the study of environmental problems as they relate to the balance between nature and humans. This coordinated program facilitates entry in environmental planning, protection and regulation.

1. A minimum of 55 units in Biology
  - a. Biology 210, 211, 212
  - b. Biology 301, 306
  - c. Biology 410.005, 480, 490
  - d. Three courses selected from Biology 321, 322, 410.004, 411.007 and 512
2. Chemistry 211
3. Geology 201, 205, and one course selected from Geology 308, or 309.
4. Economics 201 and 370
5. Five units of computer science in Fortran or Pascal
6. Additional course work in Economics and Public Policy is recommended, e.g. Economics 452, Beh Sci 321, IN ST 369 and IN ST 375. Selected with advisor approval.

### Requirements For The Minor

Although no minors are required for the B.S. degree, a minor in Biology is available, consisting of twenty units in Biology



(ten of which must be upper division) approved by the Department of Biology. Only courses applicable to the major will be accepted for the minor. Requests for approval are to be submitted to the Department Chair.

### Teaching Credential—Single Subject

An approved list of courses in Biology and related subjects has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Life Science has been approved for a student completing the set of required courses, or their equivalent. In addition, the student must be admitted to and must complete the Single Subject Credential program of the School of Education.

### Recommended Courses

A distinction is made between prerequisite and recommended courses throughout the list of course offerings. Prerequisite courses are indicated where the total subject areas are considered necessary to undertake the course successfully. Recommended courses indicate that knowledge of portions of the subject areas is necessary, but that these portions may be acquired by a student through independent study. In all cases, the courses will be offered assuming the background indicated. The students are to make the decision as to their readiness. In cases of doubt, consultation with the instructor is encouraged.

### Courses

NOTE: All courses not otherwise designated carry five quarter units of credit and have a laboratory component.

#### Lower Division Courses

**Biology 100. Perspectives in Biology** Issues of modern biology; relevance of selected biologic concepts to society; investigative laboratory projects; four lectures and one three-hour laboratory.

NOTE: Students are encouraged to take a 100-level science course prior to entering the 200 series if they lack a firm background in high school or college science courses.

**Biology 203. Principles of Ecology** Basic relationships of plant and animal populations to each other and to their physical environment. Topics include limiting factors, population dynamics, and evolutionary processes, including food chains, energy flow, and bio-geochemical cycles. Four lecture-discussions and one three-hour laboratory.

**Biology 210. Principles of Animal Biology** Function, form, and diversity of animals. Emphasis placed on the solutions to problems of survival and reproduction and the evolutionary relationships among various animal groups. Three lecture-discussions and two three-hour laboratories.

**Biology 211. Principles of Plant Biology** Fundamentals of plant structure, function, and diversity. Emphasis placed on ecological relationships and seed plants. Three lecture-discussions and two three-hour laboratories.

**Biology 212. Principles of Cellular Biology** Cell structure and function with emphasis on molecular aspects. Three lecture-discussions and two three-hour laboratories. Prerequisite: Chem 211.

**Biology 250. Human Anatomy** Major structures of the human body with an emphasis on the integration of histology and

gross anatomy of the skeletal, muscular, nervous, circulatory, respiratory, digestive, excretory, reproductive and endocrine systems. Three lecture-discussions and two three-hour laboratories.

**Biology 255. Human Physiology** Functions of major body systems with emphasis on mechanics, control and integration. The course includes discussion of the nervous, muscle, circulatory, respiratory, urinary, reproductive, gastrointestinal and endocrine systems. Five hours of lectures per week. Prerequisite: One college chemistry course.

**Biology 256. Laboratory in Human Physiology (1)** Laboratory investigations into the functions of major systems of the human body. Experiments dealing with the physiology of muscles, the circulatory and respiratory systems, metabolism and body fluids are included. One three-hour laboratory per week. Corequisite: Biol 255.

**Biology 257. Laboratory in Human Physiology (2)** Laboratory investigations into the functions of major systems of the human body. Expanded version of Biology 256 designed for Biology majors. Two three-hour laboratories per week. Corequisite: Biol 255.

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

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

#### Upper Division Courses

Students taking *upper division courses* will have the option of taking a course for five units using the instructor-designated behavioral objectives (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 300.** Biological aspects of human development, form and function, fitness and health, and their interaction with the environment. Topics include genetics, reproduction, growth and development, systems physiology, health and disease, nutrition, aging, evolution, and ecological issues. This course applies fundamental principles and concepts to an analysis of current issues in the biology of humans. Prerequisites: Successful completion of Goals I, IV and V or VI. (Four lecture hours and one three-hour laboratory.)

**Biology 301. Design of Biologic Investigations** Construction of basic experimental designs based upon the literature and data analyses. Students' development of and participation in experimental designs of selected research projects including measurements, statistical analyses, and interpretation of data. Special emphasis placed upon the written presentation of the investigation. Prerequisites: Two of the required 200-level



courses in Biology; Eng 110; Math 90 or equivalent or a score of 580 on the ELM. Recommended: Math 140.

**Biology 302. Cell Physiology** A molecular approach to cell physiology covering bioenergetics, regulation of cell activity and cell specialization. Prerequisite: Biol 212 or 311.

**Biology 303. Developmental Biology** Development and growth of plants and animals at the cellular and organismic level. Embryogenesis of organisms from fertilization to the establishment of organ systems. Prerequisites: Biol 210 or 211, and 212.

**Biology 304. General Genetics** Physical and chemical bases of inheritance in cells, individuals, and populations, including molecular mechanisms of heredity. Prerequisites: Biol 210 or 211, and 212.

**Biology 305. General Physiology** General aspects of cellular and organismic function in animals and plants with special emphasis on physical and chemical properties that regulate physiological processes. Topics include biological solutions, membrane characteristics, fluid dynamics, gas flow, material exchange, energy acquisition and utilization, and heat exchange. Prerequisite: Biol 212 or Biol 255/257.

**Biology 306. General Ecology** Relationships between organisms and their environment with emphasis placed on terrestrial ecosystems. Laboratory work illustrating ecological principles and methods. Prerequisite: Biol 210 or 211.

**Biology 311. Microbiology** Physiochemical organization and function of microorganisms including bacteria, viruses, and fungi; concepts of environmental, applied, and pathogenic microbiology are considered. Three lecture-discussions and two laboratories. 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 field recognition and identification of important plant families and genera characterizing the major floristic regions of California. Lectures review taxonomic diversity, evolutionary relationships, and eco-geographic patterns of western floras. Laboratory includes two weekend field trips for which a fee may be required; consult the class schedule. Prerequisite: Biol 211.

**Biology 322. Animal Diversity** Relationship of animal diversity and environmental conditions, the ecology of major phyla, and identification of local species. Laboratory includes weekend field trips for which a fee may be required; consult the class schedule. Prerequisite: Biol 210.

**Biology 323. 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 or consent of instructor.

**Biology 351. Vertebrate Morphology** Classical anatomy and the analysis of form in terms of function and evolution in the mammals, reptiles, birds, amphibians and fishes. Specific vertebrate specializations examined include feeding, locomotion, mechanics and energetics. Prerequisite: Biol 210. Recommended Biol 212 or Biol 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 210 or 255/257, 301.

**Biology 355. Human Pathophysiology** Human physiology with emphasis on the mechanisms of disease. Lecture topics include physical responses to injury, disturbances of homeostasis in major body systems, and both physical and chemical stressors. Five hours of lecture per week. Prerequisite: Biol 212 or 255 or equivalent.

**Biology 362. Plant Physiology** Structure, function, and physiological mechanisms of vascular plants. Topics include water relationships, photosynthesis, respiration, hormones, and growth regulators. Prerequisites: Biol 211 and 212.

**Biology 370. 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 ecology; areas of study include physical and biological environments, population growth and regulation, community development, nutrient and energy flow and stability in ecosystems. Emphasis will be placed on analytical methods used in the field. Prerequisite: Biol 306.

**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.



## Arts and Sciences—Biology

**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 410.015. Physiological Systems** A study of selected physiological systems, generally at the organismic level, in either plants or animals. Emphasis placed on the adjustment of selected physiological systems (e.g. metabolism, respiration, fluid translocation) within the same or different taxa to various factors (e.g. disease, environment). Systems, taxa and factors covered will vary between offerings. Prerequisite: Biology 301 and a college course in physiology.

**Biology 411. Application of Biologic Principles to Contemporary Problems** Definition and study of contemporary problems and application of biologic principles to their solutions; determination of their benefits, costs, and consequences. 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 systems. Emphasis is placed on contemporary problems of natural and anthropogenic origin. Prerequisite: Biol 306.

**Biology 477. Special Topics in Biologic Science (1–5)** Contemporary or interdisciplinary problems of current interest. Typical topical areas might include pollution, population or integrative biologic phenomena. May be repeated for different topics. Although repeatable, a maximum of five units may be applied toward the major or minor. Not restricted to Biology majors.

**Biology 480. Research (1–5)** Independent research: the student formulates a problem and research design in consultation with the faculty, conducts the investigation, compiles and analyzes the data, and presents the findings in written form. Although repeatable, a maximum of five units may be applied towards the major or minor. Open to Biology majors and minors with consent of instructor.

**Biology 489. Experiential Prior Learning (variable units)** Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Although repeatable, a maximum of five units may be applied toward the major or minor. Not open to post-graduate students. Interested students should contact the department office.

**Biology 490. Senior Seminar** Integration of principles and concepts of biology, with emphasis on evolutionary mechanisms. Five discussions. Open to senior Biology majors and minors only.

**Biology 496. Internship in Biology (1–5)** Internships may be arranged by the department with various agencies; businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit. Although repeatable, a maximum of five units may be applied toward the major or minor.

**Biology 497. Cooperative Education** The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

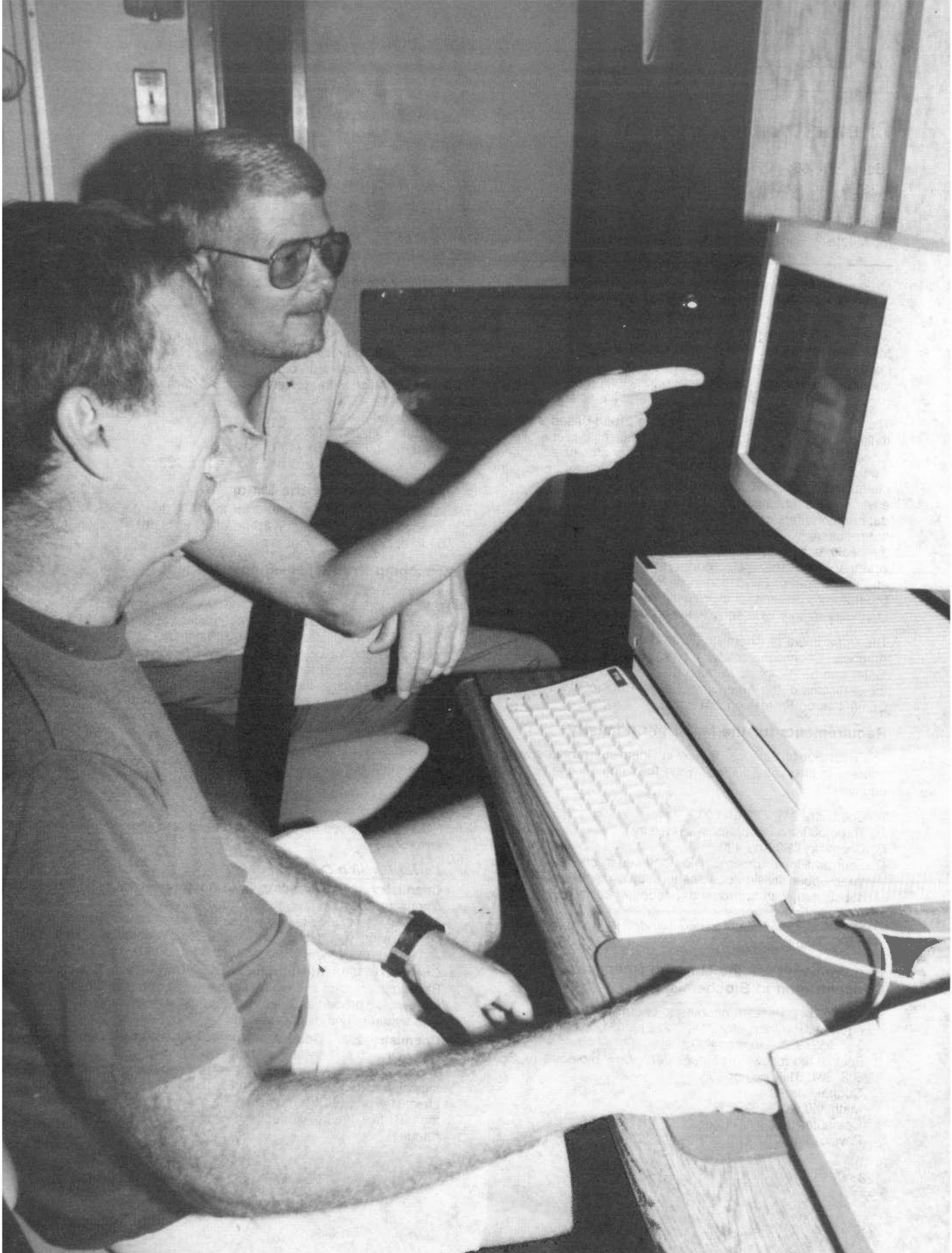
### Graduate Courses

**Biology 512. Modeling of Biologic Systems** Formulation, development, use and testing of models describing biologic phenomena. Simulation and prediction models are designed and tested using computer and non-computer techniques to obtain realistic explanations of biologic problems. Prerequisite: CS 212 or 140, senior or graduate standing.

**Biology 577. Advanced Topics in Biologic Science (1–5)** Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Biology.

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







## Chemistry Department

(Sci II 273, 664-3027)

Chair: M. L. Dutton

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

Modern chemistry occupies a central position among the sciences. The goal of chemical science is to discover the fundamental regularities by which matter in its multitude of aggregations interacts with energy in its many forms. Mathematical models and physical principles are utilized in the interpretation of chemical concepts. The organization of chemical knowledge leads to an understanding of natural phenomena in the real world of earth and life sciences.

The departmental academic program is broad-based and multi-tracked. It is designed to provide essential preparation for students to pursue professional careers and/or advanced studies in chemistry or related disciplines, such as agricultural chemistry, biological chemistry, clinical chemistry, environmental chemistry, and forensics chemistry. The department offers course work for chemistry majors to meet the requirements of medical and other professional schools in the health sciences, including dentistry, pharmacy, and veterinary medicine. It also cooperates with other departments and the School of Education in developing a balanced program of academic and professional preparation for chemistry majors who seek teaching credentials.

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

### Requirements for the Major in Chemistry

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

- A. Chemistry 211, 212 and 213.
- B. Three 300-level courses in chemistry.
- C. Chemistry 390 and 490.
- D. Four additional upper division courses in chemistry (up to three upper division courses in related disciplines may be substituted, with approval of academic advisor)
- E. Cognate areas:  
Math 140, 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 or Physics 221, 222, 223

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

- A. The following courses in chemistry (or the equivalent):  
Chemistry 211, 212, 213, 331, 332, 333, 351, 352, 353, 390, 400, 450 and 490.
- B. One other upper division chemistry course selected in consultation with academic advisor from Chemistry 340, 430, 440, 477 or 480.
- C. Cognate areas:  
Math 140, 201, 202, 203  
Computer Science 140 or 212  
Physics 201, 202, 203 or Physics 221, 222, 223

### Requirements for the Minor

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

### Teaching Credential—Single Subject

An approved list of courses in Chemistry and other physical sciences has been certified by the Commission for Teacher Credentialing as satisfying subject-matter waiver requirements for the State of California Single Subject Credential. This means that the CSUB examination waiver for physical science has been approved for a student completing the set of required courses or their equivalent. In addition, the student must be admitted to and must complete the Single Subject Credential program of the School of Education. Because the waiver program differs from the basic program for the major, it is essential that credential candidates consult with a department advisor to assure the completion of the required program.

### Courses

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

#### Lower Division Courses

**Chemistry 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 212, Geol 303 or Chem 320 or Chem 351 and some geology coursework. (Recommended: Math 203.) A field trip may be required. Consult catalog for specific details.

**Chemistry 320. Environmental Chemistry** An analysis of the chemical processes occurring in the atmosphere, earth and water and the effects of foreign substances on these processes. Prerequisite: Chem 213 or equivalent.

**Chemistry 326. Clinical Chemistry** Clinical chemistry with emphasis on quantitation of body constituents of normal and abnormal metabolism. Methodology evaluation and comparison. Quality control. Same as CLS 326. Includes two laboratory periods. Prerequisite or concurrent: Chem 340.

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

**Chemistry 332. Concepts of Organic Chemistry II** A continuation of Chemistry 331. Prerequisite: Chem 331 or equivalent. Two lectures, one discussion and two laboratories.

**Chemistry 333. Concepts of Organic Chemistry III** A continuation of Chemistry 332. Prerequisite: Chem 332 or equivalent. Two lectures, one discussion and two laboratories.

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

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

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

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

**Chemistry 390. Seminar in Chemical Literature (1)** Seminar in the use of modern chemical literature and literature data bases. Must be completed before enrolling in Chemistry 490.

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

**Chemistry 430. Macromolecular Chemistry** Structure, properties, syntheses and analyses of synthetic and natural macromolecules; includes an introduction to supramolecules and assemblies. Prerequisite: Chem 333 or consent of the instructor. Three lectures, one discussion and one laboratory.

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

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

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

**Chemistry 480. Honors Research** Individual study on a current research problem with faculty supervision. Course may be repeated twice with permission of the instructor. Normally a maximum of five units may be used for major department credit. Units in excess of five may be used for upper-division elective credit. Prerequisite: Invitation by faculty.

**Chemistry 489. Experiential Prior Learning (1-5)** Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Course may be repeated twice with permission of the instructor. Normally a maximum of five units may be used for major department credit. Units in excess of five may be used for upper-division elective credit. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

**Chemistry 490. Senior Seminar** Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interests. Five discussions. Prerequisite: Major or minor in Chemistry and Chem 390.

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

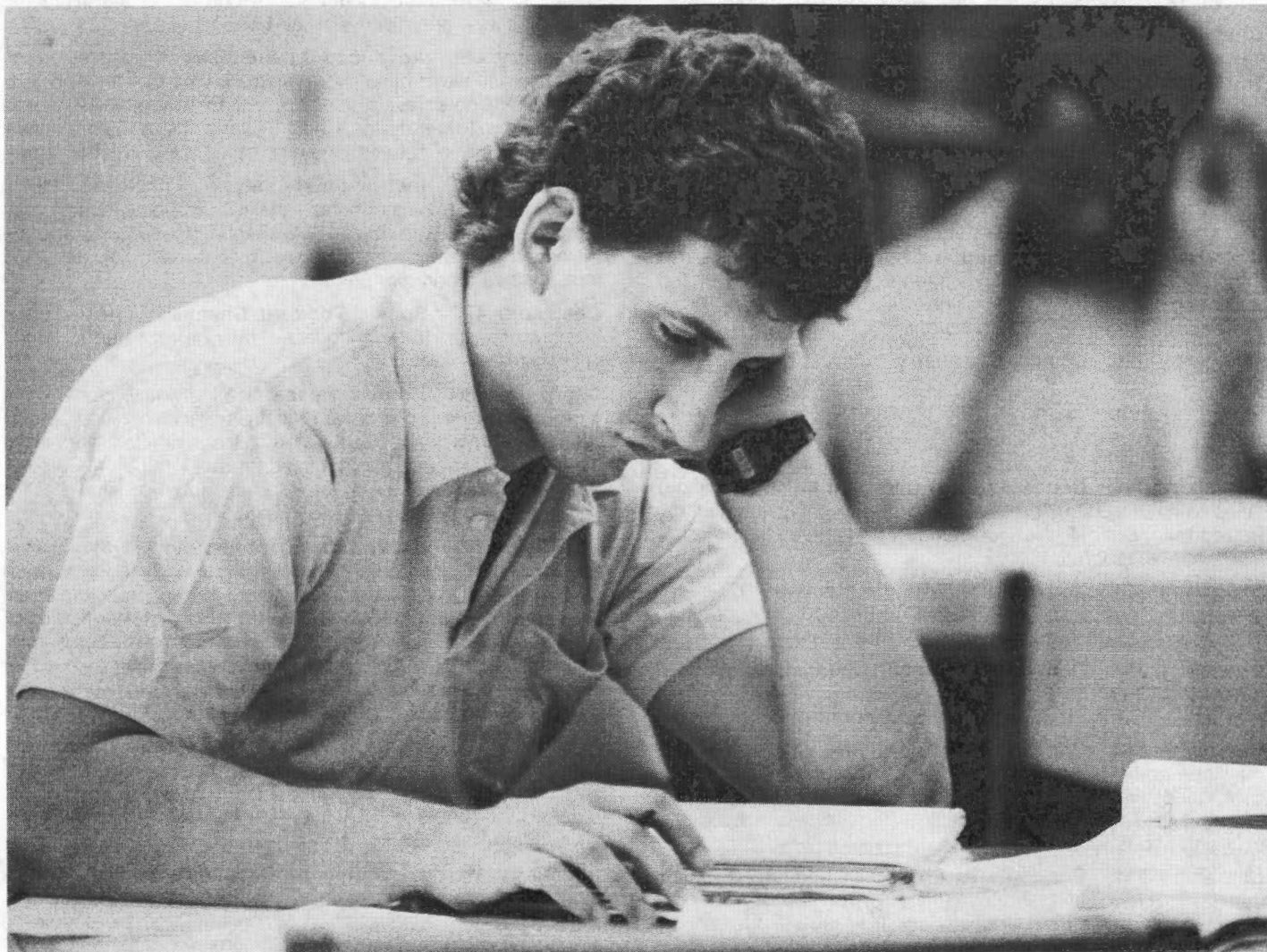


**Chemistry 497. Cooperative Education (1-5)** The Cooperative Education Program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education Office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor) working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

**Graduate Courses**

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

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





## **Clinical Sciences Department**

(Sci I, Room 319; Phone 664-3143)

Chair: L. J. McBride

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

Clinical Faculty:  
See Faculty Section

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

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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 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 for completion of the program in a timely fashion.

### **Admission Policies**

Admission to the Medical Technology concentration is contingent upon admission to the University. However, admission to the University and to the concentration do not constitute admission to the clinical year in Medical Technology. Because approved clinical facilities for use in the Medical Technology program are limited, it is necessary to limit the number of students accepted into the clinical year of the program. For any single year there may be more eligible applicants than can be accommodated.

Applications for admission to the clinical year are handled through the department and are accepted until January 31 for

the following fall entry into the clinical year and October 15 for January entry. If all positions are not filled, late applications will be considered. A description of procedures, criteria and application forms will be available each year from the department. There will be no discrimination in the selection process for students to enter clinical year on the basis of race, creed, sexual preference, color, religion, national origin, sex, or handicap(s).

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

### **Transportation**

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

### **Malpractice Insurance**

Malpractice Insurance is required prior to enrollment in all clinical courses. Students intending to enroll in these classes are required to purchase this coverage through a Campus Group Policy. No other will be accepted. 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 clinical year laboratory courses and is the responsibility of the student.

### **Uniforms**

Uniforms or laboratory coats are required dress at all times during the clinical rotations and are strongly recommended for all of the pre-clinical Medical Technology laboratory classes.

### **Academic Regulations**

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



## **Major Requirements**

### **Clinical Sciences:**

#### **A. Pre-clinical**

1. CLS 151, \*314.001, \*314.002, 316, 318, 321.001, 321.002, 322.001, 322.002, \*326.001, \*326.002, 351, 352, 353

#### **B. Clinical**

1. CLS 414.001, 414.002, 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 100-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 CSUB.

### **Clinical Laboratory Assistant**

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

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

### **Admission Requirement**

Students must meet the regular admission requirements of the university.

### **Residence Requirement**

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

## **Major Requirements**

### **Clinical Sciences:**

- A. CLS 151, 260, 314.001, 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 (43 units) of the medical technology program. Preclinical course equivalency is determined on an individual basis.

Entry into the clinical phase of the program is limited to the number of training positions available at the time, consequently there is an application/selection process prior to the clinical year. Priority for clinical courses is given to students enrolled in the baccalaureate degree program. For specific information regarding admission please request the "Procedures for Admission—Post-baccalaureate Certificate Program" from the Department. There will be no discrimination in the selection process for students to enter clinical year on the basis of race, creed, sexual preference, color, religion, national origin, sex, or handicap(s).

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

### Courses

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

### Health Sciences Courses

#### Lower Division

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

#### Upper Division

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

**Health Sciences 377. Special Topics in Health Sciences (1–5)** Topics and prerequisites to be announced.

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

**Health Sciences 496. Internship in Health Sciences (1–5)** Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility

of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

**Health Sciences 497. Cooperative Education (0–5)** The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

### Clinical Science Courses

#### Lower Division:

**Clinical Sciences 151. Phlebotomy Laboratory (1)** Demonstration, discussion, and practice in venipuncture technique as it relates to clinical laboratory science; including precautions, safety, patient identification, and isolation technique. Offered on a credit, no-credit basis. One three-hour laboratory.

**Clinical Sciences 250. Clinical Information Systems (3)** Theory of design and operation of clinical information processing. Concepts of computer hardware, software, data structures and equipment interfacing are covered. Uses of computers in the clinical laboratory, pulmonary function laboratory, operating room, pharmacy and the critical care nursing unit are discussed. Three hours of lecture per week. A major in one of the allied health sciences or previous health care experience is recommended.

**Clinical Sciences 260. Simulated Clinical Laboratory (4)** A capstone laboratory designed to simulate the activities of the clinical laboratory assistant in hospitals, clinics, and doctors' offices. The learning experiences will include specimen handling and processing, performing various analyses, quality control, and preventive maintenance. Students will rotate through assignments set up to simulate the following laboratory departments: Clinical Chemistry, Hematology/Coagulation, Urinalysis, Microbiology, Blood Bank, and Serology. Four three-hour laboratories. Prerequisite or concurrent: CLS 151, 314.001, 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 316. Medical Parasitology (1)** Isolation and identification techniques of the more common medically important parasites. Life cycles and clinical manifestation of diseases will be included. One three-hour laboratory. Prerequisite: One course in Biology.

**Clinical Sciences 318. Medical Mycology (1)** Isolation and identification techniques of the more common medically impor-



tant fungi. Clinical manifestation of diseases will be included. One three-hour laboratory. Prerequisite: One course in Biology.

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

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

**Clinical Sciences 414.001. Correlations in Clinical Microbiology (3)** Theory and correlations of pathophysiology in medical microbiology. Disease processes are approached according

to clinical site. Two lecture-discussions. Prerequisite: CLS 314.001 or consent of instructor.

**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 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 or consent of instructor.

**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 (3)** 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 consent 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 or consent of instructor.

**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 or consent of instructor.

**Clinical Sciences 430. Clinical Laboratory Procedures and Instrumentation (2)** Physics and mathematics concepts applied to the clinical laboratory, including those associated with pH, concentration of solutions, chemical reactions, buffers, quality control, and spectrophotometric procedure calculations. Electrical, mechanical, and optical principles of clinical laboratory instruments. Two lecture-discussions.

**Clinical Sciences 451.001. 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.



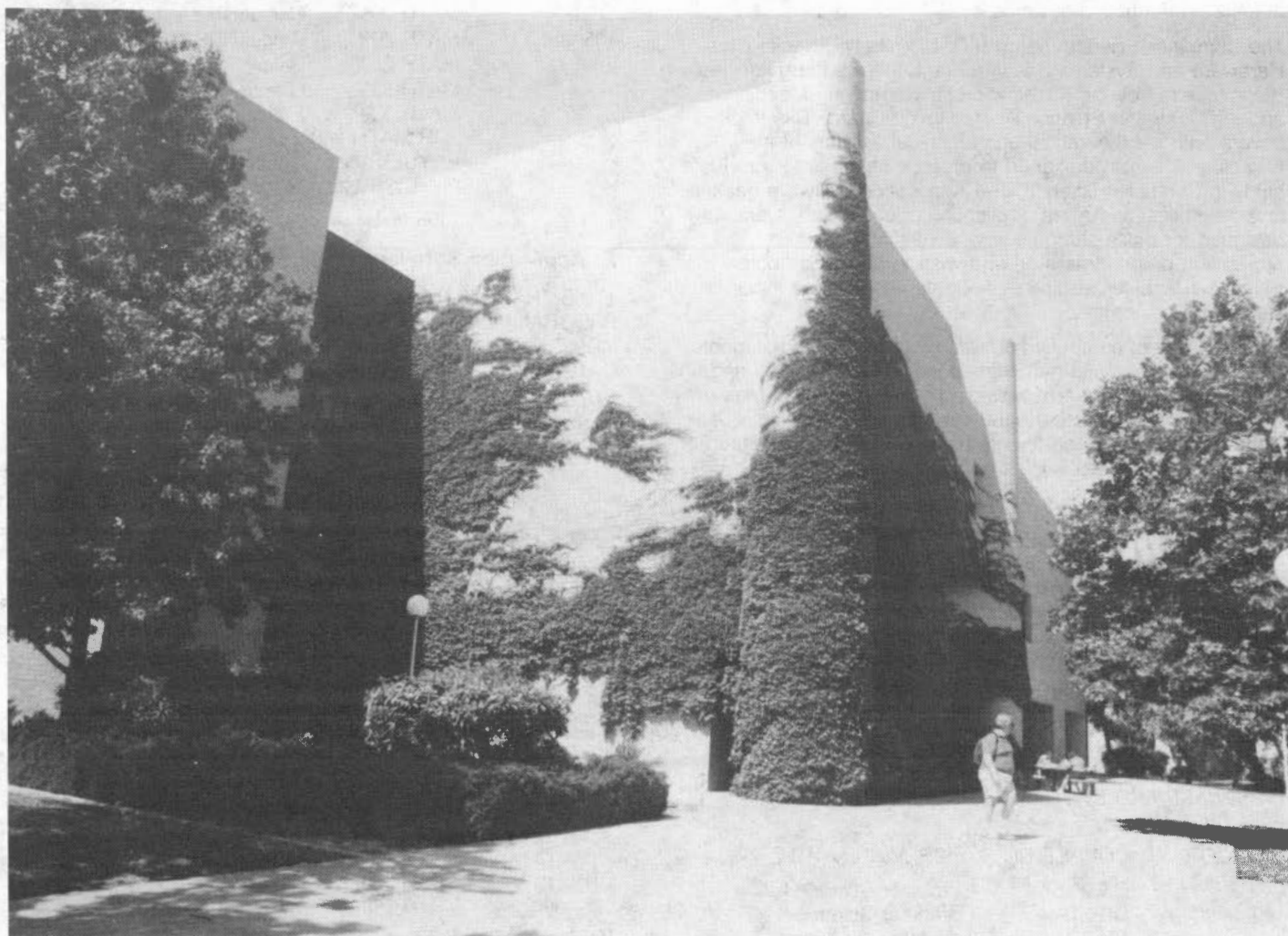
**Clinical Sciences 453.001. Correlations in Clinical Immunology/Serology (1)** Basic immunological processes as they apply to human models and medical applications including host-antigen interaction and relationship to disease states. More sophisticated immunological assessment of antigen-antibody reactions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

**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 8350 and a Cyber 180/830 and are accessible from a variety of areas on campus through the broadband campus network. The Computer Science department has its own local area Ethernet on which reside a SUN 4/330 running UNIX and other micromainframes running XENIX and iRMX (a real-time operating system) as well as a number of PC's. All are accessible from our software lab. The department has a modern hardware lab for breadboarding, prototyping, and system design. A number of graphics workstations are also available in the hardware lab.

### Requirements for the Major in Computer Science

#### A. Hardware and Systems Software Track

(THIS TRACK FOLLOWS THE GUIDELINES OF THE ASSOCIATION FOR COMPUTING MACHINERY (ACM). STUDENTS WILL NORMALLY DIFFERENTIATE BETWEEN HARDWARE AND SYSTEMS SOFTWARE IN THEIR ELECTIVES.)

CATEGORY	COURSE NO.	ABBREVIATED TITLE
CORE (40 units)	CS 212	Computer Science I
	CS 213	Computer Science II
	CS 220	Assembly Language
	CS 290	Programming in C
	CS 291	Introduction to UNIX
	CS 300	Discrete Structures (formerly CS 251)
	CS 311	Data and File Structures
	CS 350	Programming Languages
	CS 360	Intro. Operating Systems

REQ'D (15 units)	CS 320, 320L	Logic Design
	CS 321	Computer Architecture
	CS 490	Senior Seminar/Project
ELECT. (15 units)	Allowable electives are: any CS course listed 200 or above except CS 430 and CS 431. The following are also permissible electives: COMM 304, MATH 305.	
OTHER (35 units)	MATH 201	Calculus I
	MATH 202	Calculus II
	MATH 203	Calculus III
	MATH 330	Linear Algebra
	MATH 339	Statistics
	OR MATH 340	/Probability
	PHYSICS 221	Newtonian Physics
	PHYSICS 222	Maxwellian Physics
TOTAL	(105 units)	

#### B. Application Software Track

(THIS TRACK IS INTENDED FOR TRAINING APPLICATION PROGRAMMERS OR FOR THOSE WHO WISH TO APPLY COMPUTER SCIENCE IN ANOTHER DISCIPLINE)

CATEGORY	COURSE NO.	ABBREVIATED TITLE
CORE (35 units)	CS 212	Computer Science I
	CS 213	Computer Science II
	CS 220	Assembly Language
	CS 300	Discrete Structures (formerly CS 251)
	CS 311	Data and File Structures
	CS 350	Programming Languages
	CS 360	Intro. Operating Systems
REQ'D (18 units)	CS 277	A language at 277 level
	CS 370	System Analysis/Design
	CS 440	Database Systems
	CS 490	Senior Project/Seminar
ELECT. (15 units) and	15 elective units from: Any CS course except 120, 121, 130, 430 and 431. The following are also permissible electives: COMM 304.	
MINOR	Also a minor in the desired application area will be required (a minor typically involves at least 20 units of course work).	
OTHER (10 units)	MATH 120	Quantitative Methods
	MATH 140	Intro. to Statistics
TOTAL	(78 units and a minor in application area)	

#### Minor Program

CATEGORY	COURSE NO.	ABBREVIATED TITLE
REQ'D (15 units)	CS 212	Computer Science I
	CS 213	Computer Science II
	CS 220	Assembly Language



ELECT. (15 units)	15 elective units from: Any CS course except 120, 121, 170, 430, 431, 496 and 497. The 15 units must include at least 2 upper level courses.
TOTAL	(30 units)

**Computer Science 120 (5). Computer Skills and Concepts I**

Instruction and tutoring in basic computer skills, designed for students with little or no background in Computer Science. An overview of computer applications including word processors, spreadsheets and databases. This course includes hands-on experience with microcomputers. Students often follow up this course with CS 121 or with a programming course. Prerequisite: None.

**Computer Science 121 (5). Computer Skills and Concepts II**

An in-depth study of DOS commands and utilities for the IBM PC and compatibles. Topics will include disk management, writing batch files, and creating menus. Extensive use of software packages covered in Computer Science 120 will be made. Prerequisite: CS 120 or experience with microcomputers.

**Computer Science 130 (3). BASIC Programming** An introduction to structured problem solving on microcomputers using the BASIC programming language. Prerequisite: None.

**Computer Science 140 (5). FORTRAN Programming** An introduction to structured problem solving and scientific programming using the FORTRAN language. Prerequisite: None.

**Computer Science 160 (5). COBOL Programming** An introduction to structured COBOL programming and business problem solving. Discussion of file processing and information retrieval as it is related to a COBOL environment. Prerequisite: Familiarity with a computing environment or consent of the instructor. This course is equivalent to MIS 250.

**Computer Science 170 (3). RPG Programming** Introduction to RPG II and RPG III programming. Prerequisite: Familiarity with a computing environment or consent of instructor.

**Computer Science 212 (5). Computer Science I** The primary goal of this course is to introduce students to structured problem solving and programming with a modern high-level block structured programming language such as Pascal, Ada or Modula-2. Prerequisite: Math 106 or 120.

**Computer Science 213 (5). Computer Science II** Continuation of Computer Science 212 with emphasis on data representations and processing techniques including linked lists, trees, and the use of recursion. Prerequisite: Computer Science 212.

**Computer Science 220 (5). Assembly Language Programming** Introduction to machine architecture and an assembly language. Prerequisite: Computer Science 212.

**Computer Science 277 (1-3). Topics in Programming Languages** A study of programming languages not offered regularly in other programming course. Prerequisite: Knowledge of a high-level programming language or consent of the instructor.

**Computer Science 290 (3). Programming in C** Introduction to programming in the C language. Systems applications. Computer Science majors are encouraged to take this course as soon after Computer Science 212 as possible. Prerequisite: knowledge of a high-level programming language other than BASIC or consent of the instructor.

**Computer Science 291 (2). Introduction to UNIX** The systems interface and C. Use of the run-time library. Shell programming. Prerequisite: CS 290.

**Computer Science 300 (5). Discrete Structures** Elementary logic and set theory, functions and relations, induction and

recursion, elementary algorithm analysis, counting techniques, graphs. Prerequisite: Computer Science 213.

**Computer Science 305 (5). Numerical Analysis** Number representation and basic concepts of error; numerical solutions of nonlinear equations and systems of equations; interpolation and extrapolation; numerical differentiation and integration; numerical solution of ordinary differential equations; approximation by spline functions. Prerequisites: CS 140 or CS 212 and Math 203 or permission of instructor. Cross listed as Math 305: Numerical Analysis.

**Computer Science 310 (5). Computer and Society** This course will provide a framework for examining the social context and consequences of information technology. Society, social change, and effects on the individual related to the use of computers will be the major concentrations. Emphases will include values, ethics, patterns, future directions, and relevant theories related to this phenomenon. Prerequisite: Upper division status.

**Computer Science 311 (5). Data and File Structures** Secondary storage devices and memory hierarchy, blocking, data structure topics relevant to file organization, sequential, hashed, and tree organized files, external sorting, compaction techniques. Prerequisite: Computer Science 213.

**Computer Science 315 (5). Systems Programming** Introduction to various system software including assemblers, linkers and loaders, text editors, and compilers. Prerequisite: CS 220. A knowledge of C is recommended.

**Computer Science 320 (4). Logic Design** An introduction to the logical design of digital computers including the analysis and synthesis of combinatorial and sequential circuits, and the use of such circuits in building processors and memory. 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 320.001.

**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 213 and 220.

**Computer Science 360 (5). Operating Systems and Systems Software** A study of the introductory concepts in operating systems including file management, memory management, device management, process management, and concurrency problems. Prerequisite: Computer Science 311.

**Computer Science 370 (5). Structured System Design** Consideration of the analysis and design of computer information systems to include a systems development life cycle and the use of analysis design tools. The major goal of the course is the physical design of a computer information system. Prerequisite: Computer Science 311.



**Computer Science 410 (5). Theory of Language Translation** A study of techniques relevant to the theory of language translation including finite state machines, formal languages, grammars, lexical and syntactic analysis. Prerequisite: Computer Science 311.

**Computer Science 411 (5). Algorithm Analysis** A study of algorithms as it relates to nonlinear data structures and external files. Time and space analysis of several popular algorithms, and a discussion of NP-hard and NP-complete problems. Prerequisite: Computer Science 311.

**Computer Science 420 (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 420.001 must be taken simultaneously. Prerequisite: Computer Science 320 and 320.001.

**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. Prerequisite: Knowledge of a programming language and consent of the instructor.

**Computer Science 431 (3). Topics in Computer Science for Educators** Issues and trends in Computer Science education including course-authoring languages, hardware and software developments. Prerequisite: Computer Science 430 or equivalent.

**Computer Science 440 (5). Database Systems** Basic issues in modeling and the development and implementation of database systems. Investigation and application of various data models: relational, hierarchical, and network. Query languages. Database integrity and security problems. Case studies of important database management systems. Prerequisite: Computer Science 251 and Computer Science 311.

**Computer Science 441 (5). Software Engineering** This course covers the basic concepts, techniques, and tools in structured software design and development including software security, generality, mobility, reliability, modularity, and feasibility. Prerequisite: Computer Science 311 or Computer Science 370.

**Computer Science 450 (4). Compiler Construction** An introduction to the construction of compilers, including lexical and syntactic analysis, code generation, and error detection. Computer Science 450.001 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). Introduction to Artificial Intelligence** This course is intended to teach the fundamentals of artificial intelligence, including special AI problem solving tech-

niques, searching, heuristic methods and knowledge representation. Prerequisite: Computer Science 311.

**Computer Science 460 (4). Advanced Operating Systems** A continuation of Computer Science 360. Implementation techniques of the UNIX system on a machine; implementation of interprocess communication, device drivers, file systems, and memory management. Some topics related to real-time and distributed operating systems. Summary of popular systems such as MS-DOS, OS/2, etc. Prerequisite: Computer Science 291 and 360.

**Computer Science 460.001 (1). Advanced Operating Systems Laboratory** Students will study and improve ports of a sample UNIX-like operating system. Applications will be developed on a UNIX system. Computer Science 460 must be taken concurrently. Corequisite: Computer Science 460.001.

**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 470.001 must be taken simultaneously. Prerequisite: Computer Science 220 or 311.

**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 475.001 must be taken simultaneously. Prerequisite: Computer Science 290 and 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** This course will often be used to supplement other courses with additional work at a more advanced level. Prerequisite: Consent of Instructor.

**Computer Science 489. Experiential Prior Learning (1-5)** Majors in Computer Science with significant prior experience in computers may have some of their experience count for academic credit toward their degree. In order to be considered for experiential learning credit the student must have completed CS 212, CS 213, and CS 220 and have the approval of the department.

**Computer Science 490 (5). Senior Project and Seminar** After consultation with the instructor and investigation of relevant literature, the student shall prepare a substantial project with significance in Computer Science. During the latter part of the quarter, the student will present a project report to the entire class, explaining the nature of the work, the finished product, and its relationship to the field. Prerequisites: Major in Computer Science and completion of at least two 400-level courses in Computer Science.

**Computer Science 496. Internship in Computer Science** Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and reading, as well as course credits, evaluation, and grading are the responsibility



of the faculty liaison (or course instructor), working with the field supervisor. Offered on a credit, no-credit basis only. The department will determine credits and application of credit.

**Computer Science 497. Cooperative Education** The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. The department will determine application of credit.





## Criminal Justice Department

(MB3 110, 664-2433)

Chair:

Faculty: R. Fong

The Bachelor of Arts degree in Criminal Justice is designed to provide a student with familiarity with the basic components of the American "system" of criminal justice. This American "system" of criminal justice is really many systems organized on both a state and federal level and includes law enforcement, prosecution, courts and corrections functions.

### Requirements for the Major

- A. 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 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 multinational 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 enrollment in, other courses required to complete the major and the minor, or permission of instructor.

**Criminal Justice 496. Internship in Criminal Justice (1-5)** Supervised field experience in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area.

**Criminal Justice 497. Cooperative Education** The cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor, working with the field supervisor). Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

**Criminal Justice 499. Individual Study (1-5)** Individual projects or directed reading for students qualified to carry on independent work. Prerequisite: permission of department chair.



## Economics Department

(MB3 110, 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 a Minor in Mathematics. Students planning to teach social studies at the secondary level can choose electives and a Minor/Special Minor that satisfy requirements for the Single Subject Waiver in Social Science.

### Requirements for the Major

Requirements for the Bachelor of Arts in Economics are:

- A. Lower Division Requirements
  1. CS 120 and 121 (or equivalent proficiency)
  2. Mathematics 120 and 140
  3. Economics 201 and 202
  4. Accounting 210
- B. Upper Division Requirements
  1. Economics 301
  2. Economics 302
  3. Economics 420
  4. Economics 490
- C. Upper Division Electives
 

Four (4) upper division Economics courses
- D. Minor or Special Minor
  1. A Minor designed by another discipline; or
  2. A Special Minor approved by the major advisor or
  3. An Interdisciplinary Concentration or Minor

### Requirements for the Major With a Concentration In Applied Economics

- A. Lower Division Requirements
  1. CS 120 and 121 (or equivalent proficiency) *MA 200*
  2. Math 120 and 140
  3. Economics 201 and 202
  4. Accounting 210 *MA 200*

### B. Upper Division Core Requirements

1. Economics 301
2. Economics 302
3. Economics 420
4. Economics 490
5. Finance 300

### C. Electives

1. Two (2) upper division economics electives.
2. Two (2) noneconomics electives chosen from an area such as Business Administration, Communications, Computer Science, Criminal Justice, Land Resource Management, Mathematics, or Public Administration that are approved by the major advisor. *ECN 305 & 304*

### D. Minor or Special Minor

1. A Minor designed by another discipline; or
2. A Special minor approved by the major advisor; or
3. An Interdisciplinary Concentration or Minor. *Double Major*

### Requirements for the Major with a Concentration in Environmental Studies

- A. Lower Division Requirements
  1. CS 120 and 121 (or equivalent proficiency)
  2. Math 120 and 140
  3. Economics 201 and 202
  4. Accounting 210
- B. Upper Division Requirements
  1. Economics 301
  2. Economics 302
  3. Economics 370
  4. Economics 420
  5. Economics 452
  6. Economics 490
- C. Electives
  1. One upper division economics course
  2. Two courses chosen from the following:  
Biol 210, 211, 306, 410.003, 410.004, 410.005, 410.006  
Chem 203, 211, 212, 320  
Geol 201, 205, 308, 309, 310, 320  
LRM 411, 412
- D. Minor or Special Minor
  1. A minor in Biology, Chemistry, or Geology consisting of environmentally-related courses. Courses listed in requirement C.2 are strongly recommended; or
  2. A special minor consisting of environmentally-related courses from two or more disciplines. Courses listed in requirement C.2 are strongly recommended.

### Requirements for the Major with a Concentration In Pre-Law

- A. Lower Division Requirements
  1. CS 120 and 121 (or equivalent proficiency)



2. Math 140
3. Economics 201 and 202
4. Accounting 210
5. Communications 108

**B. Upper Division Economics Requirements**

1. Economics 301
2. Economics 302
3. Economics 404
4. Economics 490
5. Two (2) Economics electives

**C. Upper Division Cognate Requirements**

Any two (2) of the following:

- Comm 304 Technical and Report Writing
- Comm 335 Negotiation
- Comm 409 Argumentation
- Hist 475 Constitutional History of the U.S.
- Phil 334 Law and Morality
- Phil 335 Philosophy of Law
- Pol Sci 314 Judicial Power and the Constitution
- Pol Sci 315 Civil Rights
- Pol Sci 370 Legal Reasoning

**D. Minor or Special Minor**

1. A Minor designed by another discipline; or
2. A Special Minor approved by the major advisor; or
3. An Interdisciplinary Concentration or Minor.

(Note: The minor, special minor, or interdisciplinary concentration must be approved by the major advisor as being pre-law related.)

**Requirements for the Major with a Concentration in International Economics**

**A. Lower Division Requirements**

1. CS 120 and 121 (or equivalent proficiency)
2. Math 120 and 140
3. Economics 201 and 202
4. Accounting 210
5. Elementary proficiency in a foreign language. (Students whose preparatory education is principally in English can meet this requirement by passing a Foreign Language 103 course. Students whose preparatory education is primarily in a language other than English can meet the requirement with a TOEFL score sufficient for admission to CSB.)

**B. Upper Division Requirements**

1. Economics 301
2. Economics 302
3. Economics 410
4. Economics 420
5. Economics 440
6. Economics 490

**C. Upper Division Electives**

1. One course chosen from Economics 311, 312, 313, 314
2. One additional upper division economics course

**D. Minor or Special Minor**

1. A Minor designed by another discipline; or
2. A Special Minor approved by the major advisor; or
3. An Interdisciplinary Concentration or Minor.

(Note: The minor, special minor, or interdisciplinary concentration must be approved by the major advisor as being related to international studies.)

**Requirements for the Minor in Economics**

Economics 201 and 202 and two upper division electives. (Three upper division courses are required if 201/202 is a major requirement.)

**Requirements for the Minor in International Economics**

Economics 201, 202, 410, and 440; and one course chosen from: Economics 311, 312, 313, 314

**Teaching Credential—Single Subject**

An approved list of courses in Economics and related subjects has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. In addition, the student must be admitted to and must complete the Single-Subject Credential program of the School of Education.

**Courses**

NOTE: All courses in the department not otherwise designated carry five quarter units of credit. Economics major should try to take as many requirements as possible before the economics elections.

**Lower Division**

**Economics 100. The Economic Way of Thinking** Introduction to economic analysis, economic philosophy, and the application of economic analysis to policy problems. In-depth investigation into selected problems as determined by current events.

**Economics 201. Essentials of Micro-Economics** Value and distribution theory, including the theory of household behavior, the theory of the firm, and the pricing of factors of production. Emphasis on tools of economic thinking and the historical development of these tools. Selected operational content also provided. Lectures and discussions. Recommended: passage of ELM Test. (CAN Econ 4)

**Economics 202. Essentials of Macro-Economics** Theories of income, employment, and price level. Both the income-expenditure approach and the monetarist approach are studied. Emphasis on tools of economic thinking and the historical development of these tools. Selected operational content also provided. Lectures and discussions. Recommended: passage of ELM Test. (CAN Econ 2)

**Economics 277. 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 301. Intermediate Microeconomics** Theory construction and application in the areas of consumer choice and demand, production and cost, competitive markets, general equilibrium, and welfare economics. Prerequisite: Economics 201 or permission of instructor. (Formerly Econ 300)

**Economics 302. Intermediate Macroeconomics** Keynesian and classical theories of the determination of the level of



economic activity. Emphasis is placed on the role of money and the price level. Analysis of monetary and fiscal policy with concentration on the tools of economic analysis. Lectures and discussions. Prerequisite: Economics 202 or permission of instructor.

**Economics 303. Intermediate Theory III** A continuation of topics from intermediate microeconomics and macroeconomics. Prerequisites: Economics 301 & 302.

**Economics 305. Economic Philosophy and Political Economy** A critical examination of philosophical presuppositions that undergird economic thought and systems. A comparison of the pre-modern and modern world views in their historical context and the economic and political systems entailed by each, including an examination of the major economic paradigms and their proponents (e.g., Smith, Marx, Keynes). Consideration of fundamental contemporary issues included. Prerequisite: At least junior class standing or permission of instructor.

**Economics 309. Economy and Society** Application of economic theory to area studies, topics from California, United States, and world history, and enduring social problems. Recommended: American Institutions and Western Civilization (goal 8) requirements.

**Economics 311. The Pacific Rim Economies** Economic developments in China, Japan, and the newly industrialized economies of East Asia. Trade in the Pacific Rim. Places economic development in its cultural/geographic context and critically examines economic institutions and policies. Recommended: Economics 202.

**Economics 312. The Middle East & North Africa** A multidisciplinary study of economic development in the Middle East and North Africa. Special emphasis will be placed on exploring policy measures that can lead the region toward long term interdependence, stability, and growth. Recommended: Economics 202.

**Economics 313. The Latin American Economies** A study of the individual economies of Latin America, including their dependency on export-based growth and the population pressures they are experiencing. Special emphasis will be placed on the development of new trading partners and alternative solutions to the debt problem. Prerequisite: Economics 201 and 202 or permission of instructor.

**Economics 314. The European Economic Community** A study of the economies of Europe including developments relating to intra-EEC trade, trade between the EEC and other regions, and developments in Eastern Europe. Topics such as the European Currency Unit, guest worker programs, and the European Monetary System will be addressed. Prerequisite: Economics 201 and 202 or permission of instructor.

**Economics 370. Environmental & Natural Resource Economics** Economic theory and policy analysis applied to problems of environmental quality and natural resource conservation. Topics include population, air, water, toxic substances, world hunger, soil fertility, forests, and energy. Prerequisite: Economics 201 or permission of instructor.

**Economics 377. 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 Finance** A thorough study of public sector economics. Project and policy appraisal. Market failure and applied welfare economics. Theory and applications relating to benefit-cost and cost-effectiveness analysis. Prerequisite: Economics 201 or permission of instructor.

**Economics 440. International Economics** Theory, and policy analysis pertaining to world payments systems, open economy macroeconomics, international trade, multinational enterprises and direct foreign investment, and the international migration of labor. Prerequisite: Economics 201 and 202 or permission of instructor.

**Economics 451. Managerial Economics** Application of empirical methods to managerial decisions. Topics include estimation of demand, sales forecasts, business conditions analysis, estimation of production and cost functions, pricing and advertising, and capital budgeting. Case studies and software applications. Prerequisite: Economics 201, Math 120 and 140, or permission of instructor.

**Economics 452. Benefit-Cost Economics** A study of project analysis in both the private and public sectors. Topics include investment criteria, discount rates, after tax cash flow, inflation, consumer and producer surplus, public sector benefits assessment, risk and uncertainty, shadow pricing, and cost-effectiveness analysis. Prerequisite: Economics 201 and Math 140 or permission of instructor.

**Economics 465. Industrial Organization** Theoretical and empirical aspects of oligopoly theory. Price and nonprice competition. The structure, conduct, and performance of selected American industries. Industry analysis. Antitrust policy. Prerequisite: Economics 201 or permission of instructor.

**Economics 475. Energy Economics and Policy** Role of energy in economic development; static and intertemporal models of fossil fuel production; elasticities of supply, demand, and interfuel substitution; role of OPEC; analysis of price controls, energy taxation, and rate regulation; policies pertaining to environmental quality, research and development, conservation, and national security. Prerequisite: Economics 201 or permission of instructor.

**Economics 477. Selected Topics in Economics (1-5)** An in-depth study of an area of economics not included in current course offerings. May be repeated for different course content. Prerequisites as announced.

**Economics 480. Labor and Human Capital** Economic analysis of labor force participation, labor demand, education and



training, wage differentials, regional and occupational mobility, unions, discrimination, poverty, and income distribution. Prerequisite: Economics 201 or permission of instructor.

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

**Economics 490. Senior Seminar** Consideration of the nature of the discipline. Student proposes and carries out an independent research project under the supervision of a faculty member. Student should plan to take two quarters to complete the course (one quarter to complete a literature survey and data search; another quarter to carry out the study). Prerequisite: upper class standing and completion of pertinent coursework.

**Economics 495. Urban and Regional Economics** Theory of location of economic activities. Land use. Systems of cities and regions. Regional structure and growth. Regional analysis. Spatial aspects of urban areas and urban problems. Prerequisite: Economics 201 or permission of instructor.

**Economics 496. Internship in Economics (1-5)** Internships may be arranged by the department with various agencies, business, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, and the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

**Economics 497. Cooperative Education** The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on

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

**Economics 499. Individual Study (1-5)** Consent of department.

### **Graduate Courses**

**Behavioral Science 500. Quantitative Methods in the Behavioral Sciences** (For course description, see listing under "Interdisciplinary Courses," p. 119.)

**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. 119.) Not applicable toward requirements for the major.)

**IN ST 661. Managerial Economics** (For course description, see listing under "Interdisciplinary Courses," p. 119.)

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

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





## English and Communications Department

(FT 202A, 664-2144)

Chair: S. O. Iyasere

Faculty: A. O. Alali, G. W. Byrd,  
R.S. Carlisle, S. M. Carter, K. Flachmann, M.  
Flachmann, D. C. Green, G. A. Hudson,  
M. W. M. Iyasere, E. K. Jackson,  
V. K. Lasseter, E. Padilla, M. M. Pawlowski, D. G.  
Spencer, J. B. 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: 362, 364, 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. 72).
2. A minor consisting of at least 20 quarter units.
3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," p. 119).

### Requirements for the Minor in English Literature

The minimum requirements for a minor in English Literature are: Four courses totaling 20 quarter units, at the 200 level or above, at least three of which must be upper division. Lists of appropriate courses are available in the department office.

### Teaching Credential—Single Subject

An approved list of courses in English and related subjects has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for English has been approved for the student completing the set of required courses, or their equivalent. In addition, the student must be admitted to and must complete the Single Subject Credential program of the School of Education. *Because the waiver program differs in some details from the basic program for the major, it is essential that credential candidates consult with an advisor to assure that their programs will be approved.*

### Post-Baccalaureate Certificate in Writing

Certifies the completion of specialized training in writing by those who hold a B.A. degree or an M.A. degree, whether or not they are involved in a graduate degree program. Candidates for this certificate must complete with a B— or better three specific graduate writing courses, English 504, 505, and 506, and one other writing course at the 400 or 500 level other than English 410 (or 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 Student Standings, p 95)

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 52. Basic Reading Skills** Designed to improve reading comprehension, speed, vocabulary, concentration, and basic study skills 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. 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** A class specifically designed to develop the listening and speaking skills of ESL Students. Tasks include taking notes from academic lectures, practicing difficult points of English pronunciation, and presenting researched and well-edited oral reports. Class may be challenged by ESL students with well developed oral and aural skills.

**English 92. English as a Second Language II** Class concentrates on reading and writing skills needed by ESL students for later academic success. Included are intensive practice with sentence combining, summarizing academic texts, and developing skills in the grammar and mechanics of Edited American English. Required of international students whose English Placement Test score is below 142.

**English 93. English as a Second Language III** Focusing on writing for academic purposes, this class provides intensive practice in writing essays based on analyzing and synthesizing information found in academic texts. Class also provides training for the planning, development, and editing of essays. Prerequisite: English 92.

**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.

**Humanities 102. Critical Thinking and Writing** (For course description, see p. 120).

**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** Intensive study of aspects of narrative film form, including composition, editing, lighting, performance, plot structure, setting, and sound. Development of critical viewing skills, with emphases chosen from among such topics as audience response, communication of meaning, cultural influences, gender, industrial determination, and race. Papers required. Crosslisted as Comm 367. Prerequisite: English 110.

**English 368. Special Topics in Film** Film analysis concentrating on a specific cinematic genre, director, actor, nationality,



or theme. Discussions and analyses based on viewing films and/or videotapes. May be repeated for different course content. Cross-listed as Communications 368.

**English 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 tech-

niques of modifying written communication to suit the purposes of the writer and the needs of the audience. Development of polished prose style. Prerequisite: Grade of "C—" or better in English 110 or its equivalent and upper division standing. Does not count toward the major or minor.

**English 410.900. Modes of Writing—Modularized** Study of and exercises in the use of different modes of writing and in the techniques of modifying written communication to suit the purposes of the writer and the needs of the audience. Development of polished prose style. Regularly scheduled conferences with instructor over independently prepared modules plus a limited number of class meetings. Prerequisite: Grade of "B—" or better in English 110 or its equivalent, and upper division standing. This modularized version of 410 may be attempted only once. Does not count toward the major or minor.

**English 415. Introduction to Linguistics** Basic concepts, theories, and issues in the study of language, with emphasis on the sound system, principles of word formation, and the semantic and syntactic patterns of English; consideration is given to the relationship between language and culture. Prerequisite: English 110 or its equivalent.

**English 420. Sociolinguistics: Language, Society and Education** Examination of the relationship between language and such social variables as sex, economic class, race, and ethnicity. Topics include social dialects, linguistic stereotypes, code-switching and the educational problems of language minorities. A thorough linguistic comparison between one non-standard dialect and Standard American English will be included. Prerequisite: English 318, 319 or 415 or permission of instructor.

**English 460. History of Film** History of film from the Edison Kinetoscope through *Citizen Kane*. Industrial, social, stylistic, and theoretical aspects in a variety of national and cultural contexts. Emphasis on commercial and avant-garde forms and their connection to twentieth-century aesthetic, economic, and political currents. Crosslisted as Communications 460. Prerequisite: English 110 or equivalent. This is a writing intensive class.

**English 469. Modern African Literature** An examination of the works of contemporary African writers. Selected literary works of such authors as Chinua Achebe, Wole Soyinka, and Yambo Ouloguem 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 assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only.

**English 499. Individual Study (1–5)** Special projects developed by the individual student in consultation with the designated instructor. Admission with consent of department chair.

### **Graduate Courses**

**English 500. Methods of Scholarly Research** The study of the nature and function of imaginative, expository, and argumentative writing. The resources for scholarship in composition and in literature and the problems of method in the major areas of research in English.

**English 502. Advanced Creative Writing Workshop** Concentrated creative work on one mode of expression (poetry, short fiction, the novel, plays), to be designated by the instructor. Offers opportunity for advanced creative writing and for critical evaluation by instructor and other students. Course may be repeated for credit. Prerequisite: permission of the instructor.

**English 504. Approaches to the Analysis of Writing** A study of various linguistics approaches for analyzing the structure of written texts.

**English 505. Rhetorical Theory** An introduction to recent research on written composition, the most current theories of rhetoric, and the implications of these theories for the teaching of writing.

**English 506. Problems in the Instruction of Composition Skills** Emphasis on the understanding of grammar, syntax, structure, and form, in principle, as well as of the problems in communicating effective and acceptable language usage in a classroom situation.

**English 507. Writing in a Second Language** The writing process and the written products of people composing in English as a foreign language. Topics of discussion include contrastive rhetoric, error analysis, and evaluation. Special attention will be given to the writing problems of international students learning English and to appropriate instructional procedures helpful to such students.

**English 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 600. English Practicum** A requirement for participation in the Teaching Assistant Program in English, this course allows students to observe and participate in the design and daily work of a college-level writing class (at BC or at CSUB). Students will work with a master teacher in and outside of class (inasmuch as we can accommodate specific requests) and be responsible for some independent work outside of class that is directly relevant to the assigned course. (Can be repeated for different course content.)

**English 690. Comprehensive Examination (3)** A comprehensive examination (oral or written) on a reading list covering major works of English and American Literature. Readings 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 and either Communications 206 or Communications 240 before taking upper division courses in Communications.

#### **Requirements:**

- I. Upper Division Required Courses:
  - A. Communications 304. Technical and Report Writing
  - B. Communications 309. Theories of Communication
  - C. Communications 315. Mass Media Law
  - D. Communications 490. Senior Seminar
- II. One of the following options: (10 units)
  - A. Journalism
    306. News Writing
    404. Public Affairs Reporting
  - B. Public Relations
    302. Public Relations
    434. Communication for Business and Government
  - C. Telecommunications
    307. Video Production
    345. Multi-Media
    - or
    406. Broadcast News
- III. Ten (10) units selected from the department's offerings in Communication Studies
  - D. Communication Studies
    303. Communication Criticism
    308. Analyzing Advertising
    317. Ethical Issues in the Media
    320. Effects of Mass Media Programming
    378. Mass Media Organizations
    407. Media Technology in American Society
    430. News as Ideology
    477. Special Topics in Communications
    485. Media Coverage of Terrorism
- IV. Ten (10) additional upper division units, selected in consultation with a faculty advisor, from the department's offerings in communications.
  - A. Journalism: 306, 311, 313, 314, 380, 404, 418, 420, 422, 425, 480, 489, 496, 497
  - B. Public Relations: 305, 312, 330 or 335 or 405, 350, 402, 412, 432, 434, 481, 489, 496, 497
  - C. Telecommunications: 307, 316 or 376 or Beh. Sci. 311, 345, 367, 368, 406, 440, 445, 460, 489, 496, 497
  - D. Communication Studies: 303, 308, 317, 320, 378, 407, 430, 477, 485
- V. Completion of a minor, special minor, or augmented major (Up to 5 units of an internship [496, 497], 6 units of activities courses [412, 414, 418, 420, 422], and 5 units from approved offering from outside the department [Beh. Sci. 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. Up to six units in activities courses (212/412, 214/414, 218/418, 220/420, 222/422) may be counted toward the minor.

### **Speech and Theatre Minor**

(For requirements, see listing under "Interdisciplinary Minors," p. 118.)

### **Certificates in Communication**

**Option I:** A student majoring in Communications who completes at least six (6) courses (30 units) from the department's offerings in one of the following areas: Journalism, Public Relations, Telecommunications, or Communication Studies is eligible to receive a certificate recognizing that achievement.

**Option II:** A student not majoring in Communications who completes at least six (6) courses (30 units), including Communications 309, Theories of Communication, and at least five (5) other courses (25 units) from the department's offerings in one of the following areas: Journalism, Public Relations, Telecommunications, or Communication Studies is eligible to receive a certificate recognizing that achievement.

**Option III:** A student not majoring in Communications, in consultation with an advisor and the chair of the department, may design a general certificate program, including Communications 309, Theories of Communication, and at least five (5) other courses (25 units) reflecting the general scope of the communications discipline.

**Teaching Credential—Single Subject** No teaching credential is issued by the state in Communications. A student planning to teach journalism in the high schools must obtain a credential in English.

### **Courses**

#### **Communications 108. Strategies of Public Communication**

An introduction to practical communication problems with training in the principles involved in listening, public speaking, and advocacy. (CAN SPCH 4)

#### **Communications 206. Issues and Practices in Journalism**

Study of the problems and techniques of journalism, including audiences and resources. Overview of history and development of print media. Examination of news sources, interviewing, reporting, writing, and ethics. Frequent exercises in news gathering and writing and preparing copy for publication. This is a writing intensive class. Prerequisite: English 110 or the equivalent.

#### **Communications 212. Intercollegiate Forensics (2)**

Participation in intercollegiate debate and individual speaking competition. Practice and theory of debate, extemporaneous speaking, persuasive speaking, oral interpretation, impromptu speaking. Four activity hours per week. Prerequisite: permission of the instructor. May be repeated for credit. A field trip fee may be required. Consult Class Schedule for specific details.

#### **Communications 214. Newspaper Production (2)**

Production of a weekly laboratory newspaper, *The Runner*, to provide practical experience in news writing and editing, proofreading, photography, advertising, layout, paste-up, circulation. Minimum of six class hours per week. May be repeated three times for credit. Prerequisite: English 110 or equivalent.

**Communications 218. Copy Editing (1)** Essentials of newspaper copy editing, including newswriting, proofreading, and headline writing. Includes work on material submitted for publication in the weekly laboratory paper, *The Runner*. Two activity hours per week. May be repeated three times for credit.

**Communications 220. Page Layout (1)** Focus on the principles of effective page composition to determine those patterns most effective for the readers, writers, and advertisers in both tabloid and standard newspapers. Two activity hours per week. May be repeated three times for credit.

#### **Communications 222. Small Newspaper Management (1)**

Fundamentals of newspaper management, including circulation, advertising, distribution, production supervision, and finances. Two activity hours per week. May be repeated three times for credit.



**Communications 228. Oral Interpretation of Literature** Introduction to the principles, techniques, and practices of reading prose, poetry and drama aloud. Emphasis on individual performance focusing on contemporary themes, forms and authors.

**Communications 240. Studies in Media Aesthetics** Analysis of the elements of visual and aural communication as they apply to television, radio, and film. Examination of contemporary aural and visual presentations and the relationship between art and life. Emphasis on developing visual literacy. Prerequisite: English 110 or the equivalent.

**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. Prerequisite: English 110 or the equivalent.

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

**Communications 303. Communication Criticism** Methods of assessing the effectiveness and impact of various forms of public communication. Emphasis upon the social role of public communications and the importance of critical-evaluative methods in both recognizing and shaping that role. Prerequisites: Communications 108 and English 110 or equivalents.

**Communications 304. Technical and Report Writing** Extensive practice in writing clearly and persuasively in technical and specialized forms such as reports of experiments, abstracts, business reports and proposals, letters, memoranda. Prerequisite: English 110 or its equivalent with a grade of "C—" or better, and upper division standing.

**Communications 305. Public Relations** A study of public relations emphasizing mass communications, and including communications among such entities as business, education, labor, and their various audiences. Expository writing, publicity releases, photography and use of news media in two-way communication. Prerequisite: Communications 206 for majors.

**Communications 306. News Writing** 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: Communications 206 for majors and upper division standing.

**Communications 307. Basic Video Production** Examination of the theories and development of the skills necessary to work with video equipment. Practice in writing, designing, producing, and editing video programs. Three class demonstration hours and four activity hours per week. A field trip fee may be required. Consult Class Schedule for specific details. Prerequisite: Communications 240 for majors.

**Communications 308. Analyzing Advertising** Analysis of commercial advertising from cultural and historical perspectives, including close study of advertising texts. Consideration of advertising's influence on media communication, ideology, socioeconomic relations, and style in consumer culture. Prerequisite: Communications 274 or permission of instructor.

**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. Prerequisite: Communication 274 for majors.

**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. Prerequisites: Communications 206 for majors 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. Prerequisites: Communications 206 or 280.

**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. Prerequisite: Communications 206.

**Communications 314. Photojournalism** Analysis of major theories and techniques of photojournalism combined with practice in their application. Three lecture-discussion and four activity hours per week. Prerequisite: Communications 206 or 240.

**Communications 315. Mass Media Law** Case studies of First Amendment issues and FCC regulation of broadcasting as applied to analysis of legal issues involved in the production of mass media communications. Prerequisite: Communications 274.

**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. Prerequisite: Communications 274 for majors.

**Communications 317. Ethical Issues in the Media** Analysis of ethical dilemmas in the media, with emphasis on ethical issues as they influence news gathering, reporting, advertising, and entertainment. Evaluation of the ethical "culture" of newsrooms and their codes of ethics; analysis of case studies as the basis for learning how to recognize and resolve ethical conflicts. Prerequisite: Communications 315 for majors. Cross-listed as Philosophy 317.

**Communications 320. Effects of Mass Media Programming** Analysis of the effects of mass media programming on the general public. Investigation of specific lines of research as applied to various types of programming. Focus on major issues such as violence, stereotyping, cultivation of reality, and passivity. Study of contemporary programming and related research into its genesis and impact. Prerequisite: Comm 240 or permission of instructor.

**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. Prerequisite: Communications 274 for majors.

**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. Prerequisite: Communications 274 for majors.

**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. Prerequisite: Communications 240 for majors.

**Communications 350. Public Relations Writing** Study of and frequent exercises in the principal types of writing used in the practice of public relations, including news and feature releases, reports, memoranda, radio and television copy, video scripts, institutional advertisements, and magazine articles. Study of communication flow, diffusion process and semantics. Discussion of media relations and placement. Prerequisite: Communications 305.

**Communications 367. Film Analysis** Intensive study of aspects of narrative film form, including composition editing, lighting, performance, plot structure, setting, and sound. Development of critical viewing skills, with emphasis chosen from such topics as audience response, communication of meaning, cultural influences, gender, industrial determination, and race. Papers required. Crosslisted as English 367. Prerequisite: Engl 110.

**Communications 368. Special Topics in Film** Film analysis concentrating on a specific cinematic genre, director, actor, nationality, or theme. Discussions and analyses based on viewing films and/or videotapes. May be repeated for different course content. Cross-listed as English 368.

**Communications 376. Interpersonal Communication** Analysis of the process of communication as it occurs between individuals and in small groups in everyday life. Attention is given to communication interactions within the family, in social situations, in organizations and institutions. Both verbal and nonverbal codes considered. Prerequisite: Communications 274 for majors.

**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 Organizations** Study of mass media organizations as business, political, and social systems. Analysis of the interaction and interdependence between mass media organizations and the political, economic, and social environment in the United States. Prerequisite: Communications 274 or permission of instructor.

**Communications 380. Technical Editing** Principles and practices of editing and adapting written material for in-house dissemination or publication in professional journals, trade journals, and commercial, technical and business magazines. Prerequisite: Communications 304.

**Communications 402. Public Relations Strategies** Analysis and application of the multiple stages of planning and implementing effective public relations programs, including anticipating and defining problems, strategic planning, taking action,

and evaluation. Emphasis on taking a proactive approach to crisis management. Prerequisite: Communications 350.

**Communications 404. Public Affairs Reporting** Detailed investigation of covering public affairs, including reporting on public and government agencies, researching public records, and writing clear articles. Study of structure and function of state and local government, state open meeting and public records laws, structure of judicial and criminal justice systems. Students will adopt a local government agency, attend meetings, establish news sources within the agency, and write articles about agency meetings and issues. Prerequisite: Communications 306.

**Communications 405. Communication in the Organization** The nature and flow of communication in organizations and institutions. Theory and techniques of solving communication problems in organizations; practical experience in writing and speaking. Among topics discussed are the organization as a communication system, theory of organization, analytical techniques for evaluating the quality of organizational communication, the use of communication skills to facilitate organizational change. Prerequisite: Communications 274 for majors.

**Communications 406. Broadcast News** Analysis of the specialized forms of writing used in film, photography, radio, and television. Students will examine non-fiction script forms and formats for radio and television news, advertising copy, films, instructional media. Students may work with several media. Prerequisite: Communications 206 or 240 for majors.

**Communications 409. Argumentation** Uses of ordinary language examined in light of theories of rhetoric and argumentation. Practical experience in advocacy, reasoning, and analysis. Prerequisite: Communications 274 for majors.

**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 430. News as Ideology** Investigation of cultural world-views and professional values that structure news coverage in the United States. Emphasis on socio-economic relations and theories of knowledge from which these world-views and values emerge. Analysis of news coverage of contemporary and historical events, including representations of nonwestern cultures and of nondominant social groups in the United States. Prerequisite: Communications 274 or Philosophy 100 or Philosophy 201 or permission of instructor. Cross-listed as Philosophy 430.

**Communications 432. Case Studies in Public Relations** Detailed investigation of the theory and practice of public relations through study of major public relations cases. Examination of constraints involved in research, setting objectives, designing and executing programs and evaluating results. Analysis of cases as models for effective relations with media, internal audiences, community members, government agencies, investors, consumers, and special interest groups. Prerequisites: Communications 305, plus one other upper-division course in Public Relations.

**Communications 434. Communication for Business and Government** Application of public relations strategies and theories to directing and participating in organization meetings, conferences, and seminars; to development of technical reports and manuals; and to making presentations at trade shows. Exercises in making videos, slide presentations, and brochures/magazines to enhance organizational communication. Prerequisite: Communications 305.

**Communications 440. Advanced Video Production** Development of visual literacy, image juxtaposition and composition. Advanced practice in writing, designing, producing and editing video programs, including special editing techniques in both audio and video. Three class demonstration hours and four activity hours per week. Prerequisite: Communications 307 or permission of instructor. A field trip fee may be required. Consult Class Schedule for specific details.

**Communications 445. Advanced Multimedia Production** Advanced work in the development of visual literacy through analysis and production of effective mixed media presentations. The construction of coordinated programs combining visual, auditory and written elements for a variety of practical applications. Three class demonstration hours and four activity hours per week. Prerequisite: Communications 345 or permission of instructor. A field trip fee may be required. Consult Class Schedule for specific details.

**Communications 450. Documentary Production** Analysis of the subject, purpose, forms, and production methods of the documentary film/video. Historical review and individual student productions are the primary emphasis in the course. Prerequisite: Communications 440 or permission of instructor.

**Communications 460. History of Film** History of film from the Edison Kinetoscope through *Citizen Kane*. Industrial, social, stylistic, and theoretical aspects in a variety of national and cultural contexts. Emphasis on commercial and avant-garde forms and their connection to twentieth-century aesthetic, economic, and political currents. Cross-listed as English 460. Prerequisite: English 110 or equivalent. This is a writing intensive class.

**Communications 477. Special Topics in Communication (1-5)** Study, analysis, and/or production in various media or in speech communication. Specific course content to be determined by instructor. May include directed field study in technical communication. Prerequisite for topics in technical communication: Communications 304.

**Communications 480. Advanced Technical Communication** Principles and practices of writing material particular to science and technology. Includes expanded definitions, technical descriptions, process explanations, instruction pamphlets, manuals, laboratory reports, proposals, and presentations. Prerequisite: Communications 304.

**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 to the department 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. Prerequisites: Math 140, Communications 309, and senior standing.

**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: J. D. Mason

Faculty: A. Cahn, J. D. Davis, A. Dupratt,  
M. Heivly, T. Kerzie, G. Ketterl, J. Kleinsasser, J. Kohl,  
G. R. Mehling, R. Provencio, S. Stone

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. 157), and a major in Fine Arts with concentrations in Music (see p. 161) and Theatre Performance (see p. 164).

### Requirements for the Minor

The Fine Arts Department offers minors in Art (see p. 158), Music (see p. 161), Theatre (see p. 164) and Theatre Technology (see p. 164).

### Speech and Theatre Minor

For requirements, see listing under "Interdisciplinary Minors" (p. 119).

### 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. 119).

**Fine Arts 489. Experiential Prior Learning (variable no. units)** Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the

curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

**Fine Arts 490. Senior Seminar in Fine Arts (6)** Consideration of the nature of the arts. Integration of materials from other courses. Relation of fine arts to student's other fields of study. Prerequisite: Senior majors or consent of department chair.

**Fine Arts 496. Internship in Fine Arts (1-5)** Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

**Fine Arts 497. Cooperative Education** The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

**Fine Arts 499. Individual Study (1-5)** Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair.

### Requirements for the Major in Art

- I. Requirements for a Bachelor of Arts degree in Art with an emphasis in Studio Art:
  - A. Art 201 and Art 202.
  - B. Either Art 212 or Art 213 or Art 242.
  - C. Four courses selected from Art 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.



## Arts and Sciences—Fine Arts

- C. Six courses selected from Art 320, 381, 382, 383, 384, 385, 386, 387, 388, 390, 478, 481, 483 and 484.
  - D. Ten units of a single foreign language (French preferred).
  - E. Art 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. 72).
  - B. A minor consisting of at least 20 quarter units designated by another discipline. (Note: Art, Music and Theatre are separate disciplines, so students may concentrate in one of these areas and minor in either of the other two.)
  - C. One of the interdisciplinary concentrations or minors (see "Interdisciplinary Concentrations and Minors" on p. 119).

### In Requirements for the Minor in Art

For a Minor in Studio Art, students must take for five unit courses, three of which must be upper division. For a Minor in Art History, students are strongly recommended to complete Art 201 and Art 202, and two upper division courses. Students wishing to complete a Minor in Art with a mixture of Studio Art and Art History courses should consult with a member of the Art faculty.

### Teaching Credential—Single Subject

Requirements for an emphasis in Studio Art are set forth in I above, with the additional requirement that students complete a course in ceramics (either at CSUB or elsewhere at the college level). In addition, students who wish to enter the Single Subject Credential Program in the School of Education must complete Ed-Se 400 to assess their mastery of subject matter in art through an examination and interview. Students should consult with an advisor concerning procedures and approved courses for the waiver in art, since the requirements are subject to change. Following completion of the approved major and the assessment process, students who wish to teach must be admitted to and complete the Single Subject Credential Program in the School of Education.

### Courses

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

#### Lower Division

**Art 101. Practice and Appreciation of the Visual Arts** Introduction to the elements and nature of the visual arts and to critical awareness of the content, purpose, and value of particular works.

**Art 201. Survey of Western Art, Prehistory to ca. A.D. 1400** Key monuments of art in western civilization from man's beginnings through the Medieval Period. Attention is given to philosophical, historical and cultural aspects of each period and civilization studied. Prerequisite: satisfactory completion of or concurrent enrollment in English 100, or the equivalent.

**Art 202. Survey of Western Art, ca. A.D. 1400 to Present** Key monuments of art in western civilization from the Late Gothic Age to the present day. Attention is given to philosophical, historical and cultural aspects of each period and civilization studied. Prerequisite: satisfactory completion of or concurrent enrollment in English 100, or the equivalent.

**ANTH 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.

**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. Materials fee required. 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. Materials fee required. 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. Materials fee required. 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. Materials and use fee required. Prerequisite: Art 218 or consent of instructor.

**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. Materials and use fee required. Prerequisite: Art 318.001.

**Art 318.003. Photography III** Advanced photo processes and aesthetic development, printing, coloring, addition of other graphic processes at the option of the student, elementary color processes, and copy camera technology. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials and use fee required. Prerequisites: Art 318.001, 318.002.

**Art 319.001. Lithography I** Basic black and white stone processing techniques, including etching, roll-up, and stone preparation. 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. Materials fee required. Prerequisite: Art 315 or its equivalent. May be taken only once for credit.

**Art 346. Ceramics Studio** Problems and concepts in ceramics using a variety of approaches and techniques. Advanced wheel work, hand-building, and glaze techniques will be explored. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials fee required. Prerequisite: Art 316 or its equivalent. May be taken only once for credit.

**Art 347. Printmaking Studio** Problems in printmaking in a variety of media. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisites: Art 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 444. Advanced Painting** Advanced problems and concepts in painting, using a variety of media and approaches. Three discussion and four studio-laboratory hours per week. Prerequisite: Art 344 or its equivalent.

**Art 476. Visiting Artist (3)** Students will work with 2-3 visiting artists on aspects of sculptural installations on campus, including conception, scale, siting and fabrication. A minimum of three class hours per week.

**Art 477. Special Studies in Art (1-5)** Classes, individual research, and/or group investigation of selected topics in art. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content. Possible fields of study are:

Drawing	Printmaking
Life drawing	Sculpture
Painting	Art Education
Photography	

**Art 478. Special Studies in Art History** The period and subject matter of this course will be designated before the time of registration. May be repeated for different course content. Areas which may be covered by this course are:

The Art of the North American Indian  
The Classical Tradition in Art

**Art 481. Early Christian and Byzantine Art** The evolution and development of early Christian art and architecture in Europe and western Asia to the 8th century B.C. The development of Byzantine art and architecture to 1453. Prerequisite: Either Art 201, Art 382, Religious Studies 302, or consent of instructor.

**Art 483. Modern Art ca. 1865-1970** A study of the development of and architecture in Europe and the United States from Impressionism to ca. 1970, focusing on major movements and leading artists. Prerequisite: English 110.

**Art 484. Contemporary Directions in Art** An examination of movements in art since the late 1960s. Particular attention will be paid to the aesthetic premises and development of Post-Modernism and the New Expressionism. Taught in the seminar format. Recommended preparation: Art 483.

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

**Art 490.001. 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.



ulty. 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. 72).
  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 p. 119).

### Requirements for the Minor in Music

A total of 24 quarter units comprised of: four five-unit music courses (at least two of which must be upper division) including at least one theory course such as Music 122 or 152 or 222; two units of applied music, and two units of work in a performing organization.

### Teaching Credential—Single Subject

An approved list of courses in Music and related subjects has been certified by the Commission for Teacher Credentialing as satisfying single-subject examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Music has been approved for a student completing the set of required courses or their equivalent. Students should consult with an advisor, since the expanded major contains a number of additional courses. In addition, the student must be admitted to and must complete the Single Subject Credential program of the School of Education.

### Courses

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

#### Lower Division

**Music 101. Understanding and Appreciation of Music** Introduction to the elements and nature of music and musical expression; assessment of music's artistic content and its role in society.

**Music 120. Introduction to Music Theory (2)** Basic concepts of Western musical practice: keys, scales, intervals, chords, notation, rhythm, and meter. Open to all students. May not be used to satisfy requirements of the 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. Prerequisite: Music 101 or consent of instructor.

**Music 202. Survey of Music History II** Continuation of Music 201, covering the history of music from the Classical period to the present. For the Music 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	Vocal



**Music 222. Theory III** Chromatic modulation and twentieth century techniques: jazz harmony, polytonality, atonality, serialism, pandiatonicism, aleatory and stochastic processes. Prerequisite: Music 152 or departmental consent. Required: concurrent enrollment in Music 224.

**Music 223. Individual Instruction (1)** Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to 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 developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair.

**Music 301. Masterpieces of Music (1)** The appreciation of selected musical works through attendance at three approved concerts during the quarter. Students are required to attend an orientation session and the approved concerts. After attending each concert a typed two page critique of the concert must be presented to the instructor. This critique should express impressions and reactions to the music performed. Does not count for credit towards the Music major. May be taken three times for credit.

**Music 322. Theory IV** Exploration of practices of modal and non-Western music: modes, Medieval notations, instrumental and pitch resources of selected Third World cultures. Prerequisite: Music 152 or departmental consent.

**Music 323. Individual Instruction (1)** Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to Fine Arts music concentrators or minors, on a proficiency placement basis. One unit of credit per quarter.

**Music 324. Orchestration** Scoring for string, woodwind, brass, and percussion instruments. Prerequisite: Music 222 or departmental consent.

**Music 325. Beginning Conducting** Elements of baton technique and development of basic skills common to instrumental and choral conducting.

**Music 350. Advanced Conducting** Further study of score-reading, advanced conducting and rehearsal techniques. Score preparation and conducting of works in performance.

**Music 356. Intermediate Piano—Class Instruction (3)** Intermediate study in music reading and practice techniques. Repertoire to cover intermediate piano literature and improvisation. Prerequisite: Music 226 or departmental consent. Not open to music concentrators presenting piano to meet overall proficiency requirement in an instrument approved by the department. Registration subject to program and equipment limitations and the approval of the department.

**Music 357. Pedagogy: Principles and Practice (3)** Principles involved in the playing and teaching of the regular orchestral instruments. Students are required to play each instrument studied in the class and demonstrate a working acquaintance with the pedagogical knowledge necessary to adequately instruct another person in the following areas:

- .001. *Strings:* Violin, Viola, Cello, String Bass
- .002. *Woodwinds:* Flute, Oboe, B<sup>b</sup> Clarinet, Bassoon, Saxophone
- .003. *Brass:* B<sup>b</sup> Trumpet, French Horn, Trombone, Euphonium, Tuba
- .004. *Percussion:* Appropriate definite- and indefinite-pitched instruments, as determined by the instructor

**Music 370. Form and Analysis I** Individual and class analysis of selected compositions of various periods and styles; experience in development of individual works. Prerequisite: Music 222 and 224, or consent of instructor.



**Music 371. Form and Analysis II** Continuation of Music 370. Prerequisite: Music 370.

**Music 375. Counterpoint** Study of 18th Century counterpoint starting with "species" counterpoint and leading to the composition of a two-part invention, three-voiced fugue, canons, and a chorale prelude. Prerequisite: Music 222.

**Music 380. Opera** Survey of opera. Analysis and development of opera from Monteverdi to contemporary.

**Music 381. Music of Black Americans** Historical and analytical study of the music of Black Americans from colonial times to the present, including the influence of black music on traditional music.

**Music 401. Foundations of Music Education** Study and development of musical skills necessary for musical independence. Participation in activities designed to improve all areas of music, including: listening, singing, playing (performing), moving, creating, and reading. The student, through class participation, is made familiar with various methodologies used in elementary music education. Specific curricula introduced include: the Orff approach, the Kodaly method, the Manhattanville Curriculum, and Suzuki Talent Education. Not applicable toward requirements for the 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	Vocal

**Music 423. Individual Instruction (1)** Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department

for each registration. Admission only to 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 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. 72)
  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 (p. 119).

### **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**

Students wishing to teach drama at the high school level must complete a course of study that will lead to the Single Subject Credential in English; in most cases, this involves earning the B.A. degree with a major in English. However, such students are strongly urged to complete, in addition, the major in Fine Arts with the concentration in Theatre Performance.

### **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 381. 20th Century Women Playwrights** An examination of the contributions made by 20th Century women playwrights. Representative scripts by universally recognized playwrights will be read and discussed. Playwrights may include Lillian Hellman, Lorraine Hansberry, Caryl Churchill, Pam Gems, Ntozake Shange, Marie Irene Fornes, Megan Terry, and Wendy Wasserstein. Plays will be analyzed for their social point of view, as well as stylistic innovations. Prerequisite: English 110.

**Theatre 385. Modern Drama** Development of the theatre in the modern period, from the advent of naturalism to the contemporary mixture of realistic and nonrealistic styles. Prerequisite: English 110.

**Theatre 401.001. 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



## Arts and Sciences—Fine Arts

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

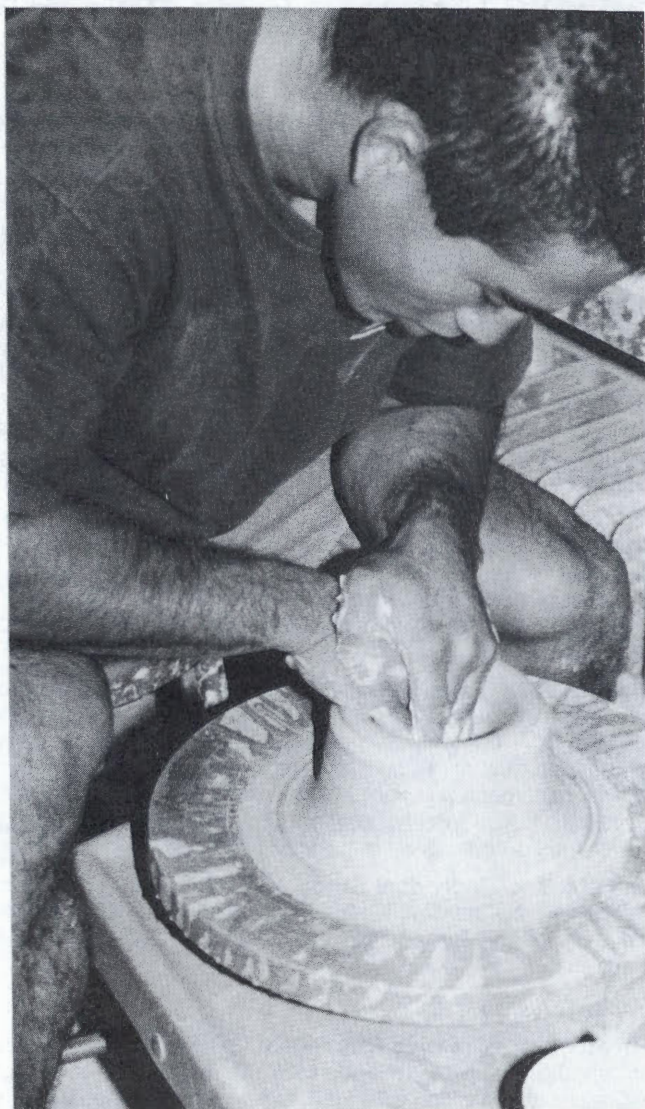
NOTE: All courses not otherwise designated carry five quarter units of credit.

#### Lower Division

**Dance 277. Special Studies in Dance (1–5)** Classes, individual research, and/or group investigation of selected topics in dance. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content.

**Dance 477. Special Studies in Dance (1–5)** Classes, individual research, and/or group investigation of selected topics in dance. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content. Possible focus of studies:

Choreography	Dance Notation
Ballet	Ethnic Dance
Dance Education	Costumes for Dance





## Foreign Languages Department

(DDH D116, 664-2359)

Chair: J. Reyna

Faculty: H. M. Corral, C. Lozano (Emeritus),  
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:

1. Spanish 301—Spanish Literature I
2. Spanish 302—Spanish Literature II
3. Spanish 303—Hispanic-American Literature
4. Spanish 311—Advanced Spanish Grammar  
Or,  
Spanish 409—Advanced Spanish Syntax
5. Spanish 320.002—Hispanic American Culture and Civilization  
Or,  
Spanish 424—Culture and Civilization of Mexico and the Chicano/Mexican-Americans  
Or,  
Spanish 426—Southwest Hispanic Folklore
6. Spanish 412—Introduction to Spanish Linguistics  
Or,  
Spanish 420—Southwest Spanish
7. Ten units selected from the department's upper division courses taught in Spanish.
8. Senior Seminar
9. The satisfactory completion of one of the three options listed below:

- a. A special minor (p. 72).
- b. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
- c. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," p. 119).

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 equivalent coursework or the consent of the instructor.

**French 202. Intermediate French** A continuation of French 201, designed especially to prepare students for upper division work in language and literature.

**French 204.9xx. Individualized Instruction (1–20)** Opportunity for a student to earn credit for French 201 and 202 (10 credits) in one or more quarters. Students must complete at least one equivalent module for five (5) credits.

The two five-credit modules (204.901 and 204.902) constitute a complete intermediate review stressing oral and written expression as well as reading. This aspect of the program includes self-paced study of modularized materials, independent laboratory practice, consultation and guidance with the instructor, periodic testing and evaluation.

A student may also earn one to ten units of credit in modularized courses numbered 204.910 to 204.920. Each one-credit packaged self-paced course is designed to aid the student in developing an understanding of an aspect of French culture. Materials used include an automated slide or film-strip program 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 the equivalent, or permission of the instructor.

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

### **Upper Division**

NOTE: Upper division courses are normally taught in French.

**French 301. French Literature I** An overview of French literature from the Middle Ages to 1800. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor.

**French 302. French Literature II** An overview of French literature from 1800 to the present. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor.

**French 304.9xx. Individualized Instruction (1–10)** Opportunity for a student to earn one to ten units of credit in modularized courses numbered 304.910 to 304.920. Each one-credit packaged self-paced course is designed to aid the student in developing an understanding of an aspect of French culture. Materials used include an automated slide or film-strip program with taped commentary in French. The student will write, *in French*, a short research paper on a selected subject. Prerequisite: competency in French at the 202 level or the 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 the equivalent, or permission of the instructor.

**French 320. French Culture and Civilization** The development of French culture and civilization from its beginning to the present day. To receive credit toward the major, assignments and presentations must be in French. Course given in English. Does not count toward the minor.

**French 380. The Human Condition: French Literature Through the Ages** A study of the human condition through selected readings of French literature in translation including the epic, poetry, prose, the novel and theatre, from the Middle Ages to the 20th Century.

The appreciation of French literature will include the study of French culture and its development, with some comparison to the literature of other cultures as well as rigorous explications of texts, according to varied schools of literary criticism. Prerequisite: Completion of English 110.



**Humanities 395. Comparative Literature: Mirror of Western Civilization** (For course description, see listing under "Interdisciplinary Courses".)

**French 409. Advanced French Syntax** A course in written and verbal stylistics with emphasis on French syntax. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor.

**French 410. French Linguistics** An introduction to conventional and theoretical linguistics, with a contrastive approach to French and English structure. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor.

**French 414. French Phonetics** An analysis of the French sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the English and French languages. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor.

**French 415. Workshop in Translation** A study of the components of French grammar in view of practical translation exercises consisting of both French and English texts, to be rendered fluently into the opposite language. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor.

**French 425. The Novels of Colette in Translation** A study of a selection of Colette's novels with emphasis on her career as a major French novelist. Attention will be given to the history of the novel in France and to Colette's contribution to the twentieth century French novel. All readings will be taught in English translation. Does not count toward the minor.

**French 426. French Women Writers in Translation** A study of twentieth century French women novelists with a special emphasis on the history and role of the female novelist in France. Attention is given to methods of female and male characterization as well as to the exploration of common themes found in these novels. All readings will be taught in English translation. Does not count toward the minor.

**French 477. Selected Topics in French (1-5)** Studies in French language or literature, with varying subjects such as Explication of Texts. May be repeated for different course content. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor.

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

**French 497. Cooperative Education** The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

**French 499. Individual Study (1-5)** Admission with consent of instructor and department chair.

## German Courses

**German 101. Introductory German** 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



## Arts and Sciences—Foreign Languages

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 sequence. Prerequisite: Knowledge of spoken Spanish, or permission of the instructor.

**Spanish 201. Intermediate Spanish Grammar** Composition and conversation. An intensive review of Spanish grammar with extensive practice in oral and written expression. Independent laboratory work, poetry and prose selections. Prerequisite: Spanish 103 or four years of high school Spanish or the equivalent, or permission of the instructor.

**Spanish 202. Intermediate Spanish Grammar** A continuation of Spanish 201, designed especially to prepare students for upper division work in language and literature. Prerequisite: Spanish 201 or the equivalent, or permission of the instructor.

**Spanish 204.9xx. Individualized Instruction (1-10)** Opportunity for a student to earn one to ten units of credit in modularized courses numbered 204.910 to 204.920. Each one-credit packaged self-paced course is designed to aid the student in developing an understanding of an aspect of Spanish peninsular or Latin-American culture. Materials used include an automated slide or film-strip program with taped commentary in English. The student will write, in consultation with the instructor, a short research paper, *in English*, on a selected subject. One-unit courses do not count toward the Spanish minor or major. (See Class Schedule for specific topics offered.)

**Spanish 210. Conversational Spanish** A course designed to develop fluency in oral communication and vocabulary building. Conversations in small groups and discussion of a wide range of topics from contemporary issues, literature, and cultural concerns. Prerequisite: Spanish 103 or the equivalent.

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

### Upper Division

NOTE: Upper division courses are normally taught in Spanish.

**Spanish 300. Explication of Texts** An introduction to the methodology of the analysis of texts in prose and poetry. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

**Spanish 301. Spanish Literature I** An overview of Spanish literature from the *Cantar de Mio Cid* to Calderón. (Offered fall quarter.) Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

**Spanish 302. Spanish Literature II** An overview of Spanish literature from the ideological renewal of the 18th century to the present. (Offered winter quarter.) Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

**Spanish 303. Hispanic-American Literature** An overview of Hispanic-American literature from the Pre-Columbian literatures through the struggle for independence to modern times. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

**Spanish 304.9xx. Individualized Instruction (1-10)** Opportunity for a student to earn one to ten units of credit in modularized courses numbered 304.910 to 304.920. Each one-

credit packaged self-paced course is designed to aid the student in developing an understanding of an aspect of Spanish/Spanish American culture. Materials used include an automated slide or film-strip program with taped commentary in Spanish. The student will write, *in Spanish*, a short research paper on a selected subject. Prerequisite: competency in Spanish at the 202 level or the 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 the 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. Does not count toward the major or minor.

**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 the 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 the equivalent, or permission of the instructor.

**Spanish 415. Workshop in Translation** A study of the components of Spanish grammar in view of practical translation exercises consisting of both Spanish and English texts, to be rendered fluently into the opposite language. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

**Spanish 416. Contemporary Hispanic-American Poetry** Aesthetic pronouncements and movements. Reading of representative poets: Vallejo, Mistral, Agustini, Storni, Ibarbourou, Neruda and the New Generation. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

**Spanish 419. The Contemporary Hispanic-American Novel** The works of Güiraldes, Asturias, Cortázar, García Márquez, Sábato, Vargas Llosa. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

**Spanish 420. Southwest Spanish** An in-depth view of the linguistic, cultural, and psychological aspects of the Spanish dialect(s) spoken in the Southwestern U.S. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

**Spanish 422. Children's Literature in Spanish** An examination of children's literature written or available in Spanish. Ob-



jective of course is to emphasize predictable difficulties encountered in the use of such materials in a bilingual teaching situation. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

**Spanish 424. Culture and Civilization of Mexico and the Chicano/Mexican-Americans** A survey and examination of the music, arts, literature, folklore, customs, institutions, and technology, past and present of Mexico and the Chicano/Mexican-American. Course given in English and/or Spanish. Students taking the course for major or minor requirement must do the course work in Spanish.

**Spanish 425. Chicano Literature** Textual reading and examination of Chicano literature, to include poetry, short story, novel, and theatre. Course given in English. Does not count toward the major or minor.

**Spanish 426. Southwest Hispanic Folklore** An introduction to the study of folklore, and a survey of the major Southwest Hispanic folklore genres, including folk literature, folk speech, folk belief, folk art, folk music, and custom. Prerequisite: competency in Spanish at the 202 level or approval of the instructor.

**Spanish 477. 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, M. R. Vivian, F. G. Wood

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### Program Description

History has been called the memory of human group experience, the collective repository of all that has gone on in the past and the emotions, ideals, and values that have given human experience its sense of continuity, causation, and meaning. As an academic discipline it is perhaps the broadest of the liberal arts, certainly the least restricted by subject and scope. It requires the development of analytical skills, the use of deductive and inductive reasoning, the mastery of knowledge from different cultures and epochs, and the ability to express ideas in clear, readable prose. The study of history has practical rewards as well. It provides students with a broad cultural background and inculcates skills of analysis and composition that are considered essential to the study of education, literature, law, government, communications, journalism, public service, and business.

The undergraduate curriculum in History consists of three interlocking but distinct parts. Lower division courses (History 102–299) are developmental courses designed for potential history majors, for students who wish to satisfy specific goals in CSB's General Education Program, for students seeking courses to fulfill American History and Institutions requirements, and for those who simply want to explore an historical period, topic, or theme. History courses numbered 300–399 are courses designed for students with at least junior standing but are open to sophomores also. Courses numbered 400–499 are courses for juniors and seniors which may, with departmental approval, also be taken by graduate students for graduate credit. History 499 (Independent Study) may be taken only with the consent of the department chair. History 490 (Senior Seminar) may be taken only by senior majors.

### American History and Institutions Requirements

Satisfaction of the American Institutions requirements (see p. 83) shall be met by no less than one course in United States History and one other course in United States Government, or respective examinations administered by the History and Political Science Departments. For information about the United States competency examination, see below. For courses that satisfy the United States history portion of the American Institutions requirement, see p. 83.

### Examination Procedure Statement

While the Department of History strongly advises all students to meet the history portion of the American Institutions Requirement through classroom experience, 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 Ancient/European history
  4. One course in Latin American history
  5. One course in Asian history
  6. Senior Seminar, or a department-approved alternative
- C. The satisfactory completion of one of the three options listed below:
  1. A special minor consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline (see p. 72).
  2. A minor consisting of at least 20 quarter units within a major program designed by another discipline.
  3. An interdisciplinary concentration or minor in one of specially developed areas (see "Interdisciplinary Concentration and Minors," p. 119).

### Requirements for the Minor

The minimum requirements for a History minor are four courses totaling 20 quarter units; three of these courses must be upper division. A student minoring in History shall choose one of the following options:

1. *General History Minor:*  
The student shall choose one upper division History course from each of the following categories:



- a. United States
- b. Ancient World/Europe
- c. Asia/Latin America

In addition, the student shall complete sufficient coursework in History to total 20 quarter units.

## 2. *History Minor which Complements the Student's Major.*

In consultation with his/her major department, a student may select a minimum of four courses totaling 20 quarter units which complement the major. At least three of these courses must be upper division. The minor must be approved by the chair or designated representative of each department no later than the beginning of the student's senior year.

## Teaching Credential—Single Subject

Approved lists of courses in History and the Social Sciences have been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credentials in History and the Social Sciences. The approved list of courses for the History waiver is composed of 86 units in History and related subjects. The approved list of courses for the Social Science waiver is composed of 90 units in the social sciences. These lists are available from the Department Chair. In addition, the student must be admitted to and must complete the Single Subject Credential program of the School of Education.

## Master of Arts in History

### 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 Western World, 1750 to the Present** An introduction to the major historical events in Western culture which contributed to the shaping of the modern world. Emphasis on the process of modernization in the transformation of Europe, the United States, and the Third World. Prerequisite: English 100 or its equivalent.

**History 110.800. 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. (Can Hist Seq A)

**History 204. Western Civilization II** The cultural, political, social, economic, and intellectual development of Western civilization from the Renaissance to the end of the Napoleonic era. Readings in the literature and audio-visual explorations of the arts of Western civilization supplement the lectures. (Can Hist Seq A)

**History 206. Western Civilization III** The cultural, political, social, economic, and intellectual development of Western civilization from 1815 to the present. Readings in the literature and audio-visual explorations of the arts of Western civilization supplement the lectures. (Can Hist Seq A)

**History 222. (formerly 277.007) 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 Amerindian cultures through Spanish and Portuguese colonization to nineteenth and twentieth century nation states.

**History 250. (formerly 330) History of Africa** A survey of African history from the paleolithic era through classical and neo-classical Egypt; the Bantu dispersion and the Iron Age; the Islamic hegemony and the Sudanic empires of Ghana, Mali, and Songhay; European exploitation and the slave trade; colonization and partition; and the modern liberation and independence movements.

**History 268. The History of Native Americans** The history of Native Americans, their cultures and societies, their ideas and lifestyles, and how they have persisted, in modified forms, from the Pre-Columbian period to the present. Intensive writing projects required.

**History 277. Special Topics in History (1-5)** Group investigation of a specific era or topic with individual research work, papers, and/or examinations as the instructor may require. May be repeated for different course content.

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

**Upper Division**

**History 300. Historical Writing** Advanced expository writing focusing on historical subjects; techniques of narrative writing; practical exercises in style, form, and argumentation; improvement of critical skills and powers of synthesis and analysis; historiography and historical research methods. Prerequisite: Grade of "C" or better in English 110 or its equivalent and upper division standing.

**History 301. The Greeks** A survey of the Greeks from the Bronze Age up through the conquests of Alexander the Great. Emphasis is placed on the reading of primary documents as a means of understanding the Greeks and their history. The Golden Age of Greece, the developments of democracy, Greek philosophy, religion, literature and drama are explored and complemented by the use of slides.

**History 302.001. The Hellenistic Age and the Coming of Rome** From the conquests of Alexander the Great through the last days of the Roman Republic. A survey of Hellenistic philosophy, religion, literature, the arts, and politics is followed by an examination of Rome's conquest of the Mediterranean and the gradual disintegration of its cherished Republic, culminating in the death of Julius Caesar. Slides and primary works involve the student more closely in the study of Greco-Roman civilization.

**History 303.001. The Roman Empire** From the last days of Rome's Republic and the establishment of the Empire under Augustus to the "Fall" of Rome in the West in the 5th c. A.D. The nature of Augustus' settlement, problems of political stability, the crisis of the 3rd c., recovery and collapse are explored, along with such topics as art, literature and religion, where special attention is given to the role of Christianity in the empire. Readings by contemporary writers and slides enhance the course.

**History 304.001. (formerly History 303) Early Medieval Europe: AD 500-1100** A survey of Europe from the "Fall" of Rome up to the twelfth century. The course begins by focusing on the transformation of the ancient world and the question of the beginnings of medieval Europe, and concludes with a survey of the political and social climate at the dawn of the High Middle Ages. Primary documents cover such topics as feudalism, the spread of Christianity, struggles between church and government, and the Carolingian renaissance. Slides provide a window on the early medieval world.



**History 305.001. (formerly 304) Medieval Europe, 1100 to the Renaissance** European social, intellectual, economic, and political development from the dawn of the High Middle Ages ca 1100 to the beginnings of the Italian renaissance. Use of primary readings and audio-visual materials to explore such themes as economic recovery, the church and popular religiosity, the medieval synthesis, the arts, the role of women.

**History 306.001. Europe 1350–1648** Political, social, economic and cultural development of Europe from the Renaissance to the Peace of Westphalia. Use of primary readings and audio-visual materials to explore the Renaissance, the Reformation, the religious wars, commercial development, the scientific revolution, the arts.

**History 307.001. Europe 1648 to 1815** Political, social, economic and cultural development of Europe from the Peace of Westphalia to the Congress of Vienna. Use of primary readings and audio-visual materials to explore the Enlightenment, state-building, the French revolution, the beginnings of industrialization, the arts.

**History 308. Europe 1815–1914** Political, social, economic and cultural development of Continental Europe from the Congress of Vienna to the outbreak of World War I.

**History 309. Europe Since 1914** The European nations in two World Wars, use and character of totalitarian movements, social and economic development, new intellectual currents, revolt of Asia and Africa against European dominance.

**History 310. Modern France** Political, social, and cultural development of France from the Revolutionary era to the present.

**History 311. Modern Germany** An examination of the social, cultural, and political background to the failure of democracy and the rise of Fascism in nineteenth and twentieth century Germany.

**History 312. Modern Spain** Spanish history from the Spanish American War through the Civil War and Franco dictatorship to the contemporary period of constitutional monarchy.

**IN ST 312. Plagues and People: A Biohistorical Examination of Mankind and Disease** (For course description, see listing under "Interdisciplinary Courses," p. 119).

**History 313. Ireland Since 1800** Irish political, economic, social, and cultural history since the Act of Union with Great Britain. Ireland's transition from colonial status to independent republic will be the underlying theme of the course.

**History 315. England, 1485–1783** Political, economic, social and constitutional development of the British Isles from Tudor era to the end of the American Revolution.

**History 316. England, 1783 to the Present** Political, economic, social and constitutional development of modern Britain; the role of Britain in modern European history.

**History 325. The History of European Colonialism, 1500–1970** The development of European colonialism in modern history will be studied in terms of four major empires: the Dutch, English, French, and Spanish. One of the imperial powers will be used as a focus to be compared with the others. The course will examine voyages of discovery, conquest and settlement, imperial institutions, colonial reform, economic and cultural dependency, and finally decolonization.

**History 340. 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. Does not count toward the History major or minor.

**History 370. Early California** An analytical investigation of major problems in California history: the Digger Indian and the Noble Savage; "civilization" and the mission system; secularization; the Bear Flag revolt; race, politics, and the Civil War; the anti-Chinese movement; railroad rule in government; Populism and the politics of discontent.

**History 371. Modern California** An analytical investigation of major problems in California history: Progressives, reformers, and reactionaries; the status of agricultural labor; the depression and migration; the rise of Richard Nixon; the hippie movement; contemporary student rebellion; the organization of agricultural labor.

**History 372. California Indians** A study of Native American cultures in California from their Pleistocene origins to the present. The first half of the course examines the components of culture that flourished before Drake, those everyday habits and patterned actions that attend collective existence; the second half of the course studies the experiences of Native Californians from the Spanish-Mexican period to the present and emphasizes cultural persistence in the missions, and cultural change and evolution from missionization to the present. Intensive writing projects required.

**History 373. Kern County History** Study of Kern County history for its own sake and as a microcosm of Western United States history. Historical analysis and field work activities required.

**History 401. The Renaissance.** Seminar examining the major figures and developments of the Renaissance. Use of primary sources and audio-visual materials to explore such themes as humanism, changes in the arts, political ideas and developments, the family and society. Emphasis on the Italian renaissance.

**History 402. The Reformation.** Seminar examining the origins, course, and consequences of the religious reformation of the sixteenth century. Use of primary sources to explore the ideas and actions of the major figures of the age within the broader context of European societies.



**History 405. (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. Modern Japanese Labor and Management in Historical and Comparative Perspective** Investigation of the historical roots of Japan's twentieth-century economic success; emphasis on the "unique" set of cultural, social, and historical factors which make Japan's economy the world's most productive but its markets the most impenetrable.

**History 415. The Vietnam War** Explores the Vietnamese context of the war as well as the reasons for U.S. involvement; the relationship of the war to the domestic and foreign policy of the Kennedy, Johnson, and Nixon administrations; the anti-war movement; the causes of defeat; the plight of the war's veterans.

**History 424. China from Qin to Qing, 256 BCE–1839 CE** Investigation of the social and cultural factors leading to the creation of the world's longest enduring state by the Qin and Han dynasties; the economic revolution which made the Tang and Song empires the richest in the world; the reasons for the decline of China during the Ming and Qing periods.

**History 425. China from the Opium War to the Founding of the People's Republic** Focuses on social, cultural, and intellectual change in China following the intrusion of Western imperialism; contrasts will be drawn between the conservative response of the traditional leadership of the nineteenth century and the radical response of the nationalist and revolutionary leadership of the twentieth century.

**History 426. (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 1890's to the 1970's.

**History 441. Ancient Mexico** The development of Pre-Hispanic civilizations in Mexico from the Olmec to the Aztec.

**History 442. Colonial Mexico** The historical evolution of Mexico from Pre-Columbian times through the coming of the Spaniards and the Colonial Period to the War of Independence.

**History 443. Modern Mexico** The political, economic, social, and cultural development of the peoples of Mexico in the Nineteenth and Twentieth Centuries.

**History 445. The American West** This course focuses on the myth and reality of the American West from the Mayflower to the gunfight at the O.K. Corral. It covers expansion and development, politics, economics, geography, ethnic and social groups, and the effect of western expansion on foreign policy; and includes special topics, such as Native Americans, the image of the cowboy, and prostitution on the frontier.

**History 450. The Economic 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 comparative approach to the history of women in the U.S. and Europe. The course investigates changes in the status, social roles, and behavior of women of different classes, races and cultural backgrounds. Includes an examination of feminist movements and the impact upon society of Western attitudes toward women.

**History 463. The Family in History** An examination of the family as a form in sexual, social, economic, and political behavior in England, France, and America, 1600–1900. Topics covered include the status of women, childhood, demographic patterns, and historical forms of parenthood.

**History 465. History of Black America to 1865** The history of Black America during the slavery era: African origins, the slave trade, slavery during the colonial and national periods, the Civil War, and emancipation.



**History 466. History of Black America Since 1865** The struggle for equality since the Civil War: reconstruction, the rise of Jim Crow, Black organizations, the Harlem Renaissance, Negroes in depression and war, the civil rights and black power era.

**History 468. The Chicano Experience** The Chicano in the Southwest from the foundations of Aztlan in the Indian period through the Spanish colonization, Mexican governance, Anglo occupation to contemporary Mexican-American society. Emphasis may be on cultural evolution or on socio-political developments.

**History 469. History of Asian Americans** Comparative analysis of the historical experience of various Asian groups and their role in the general economic and social history of the United States.

**History 472. History of Scientific Thought** Seminar in selected areas in the aspects of scientific thought.

**History 475. Constitutional History of the United States** An examination of the historical evolution of the United States Constitution from its formulation in the 1780s to the present. Emphasis is given to the historical changes governing such concepts as due process, rights of the accused, guarantees of equal justice for racial, ethnic, and other minority groups, and the forces in American history that have brought about these changes.

**History 477. Special Topics (1–5)** Group investigation of a specific era or topic, with individual research work, papers, and/or examinations as the instructor may require. May be repeated for different course content.

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

**History 490. Senior Seminar (6)** Consideration of the nature of the discipline. Integration of materials from other courses. Relation of history to student's minor field of study. Prerequisite: Senior standing.

**History 497. Cooperative Education** The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field

experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

**History 499. Individual Study (1–5)** Admission with consent of department chair.

### **Graduate Courses**

NOTE: Enrollment in graduate seminars may be at the discretion of the instructor.

**History 501. Historiography** The development of history as a distinct discipline, and the themes and approaches used by historians.

**History 525. Reading Seminar in European History** Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

**History 535. Reading Seminar in Asian History** Reading in selected topics to be announced each quarter. May be repeated if subject matter is different.

**History 555. Reading Seminar in American History** Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

**History 565. Reading Seminar in Mexican History and Chicano History** Reading in selected topics to be announced each quarter. Special emphasis on materials suitable for prospective teachers. May be repeated if topic is different.

**History 602. Research Seminar in European History** Research in selected topics to be announced each quarter. May be repeated if subject matter different.

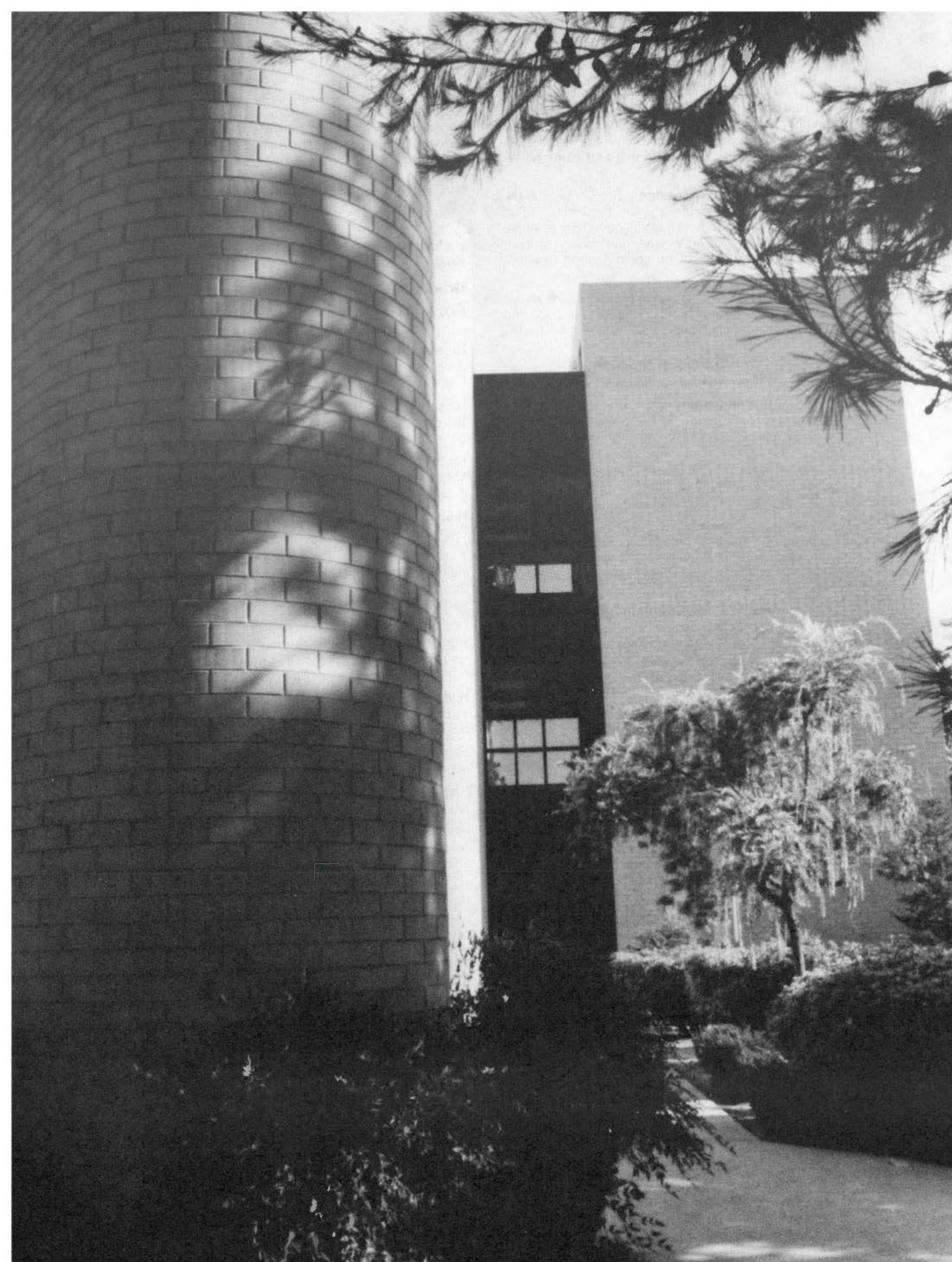
**History 608. Research Seminar in American History** Research in selected topics to be announced each quarter. May be repeated if subject matter different.

**History 697. Master's Thesis (1–5)** May be repeated to a maximum of 5 quarter units.

**History 698. Comprehensive Examination (1–5)** May be repeated to a maximum of 5 quarter units.

**History 699. Individual Study (1–5)** Admission with consent of department chair.







## Department of Mathematics

(Sci 415, 664–3151)

Chair: L. F. Webb

Faculty: J. Autuore, J. Dirkse, M. El-Ansary, D. Fairbairn, J. Fielder, D. Gove, J. Hardy, R. Michaelis, K. Secor, L. Taylor, M. Thomas, L. Webb

Mathematics is a unique and valuable science that can be exciting, enjoyable, and rewarding. The Department of Mathematics provides a collection of mathematics courses designed to challenge and stimulate all open-minded and thoughtful students regardless of individual backgrounds or major interest areas. This is done by combining flexibility, applicability, and 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, 403, 412, 420, 430, 431
    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, to include Math 203, plus 10 upper division units. These courses are to be chosen by the student subject to the approval of a Mathematics department advisor. Note: Math 320 and 321 together may count as 5 of the upper division units.

### 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.

To be admitted to the Single Subject credential Program, the student also must pass a Subject Matter Competency Assessment. To take the Assessment the student must: (1) Be close to completion of the major; or (2) have passed the National Teachers Examination in Mathematics and have an evaluation completed by the department to determine whether or not the student has completed courses reasonably equivalent to the major. Upon evaluation by the department Chair, then a determination will be made as to whether the student is qualified to take the Assessment.

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, and 425 or 490.
- B. One of the following: Mathematics 302, 305, 339, 341, 402, 403, 412, 431, 450.
- 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** The arithmetic of fractions, decimals, exponents and radicals, percents, ratios, proportions; business and consumer applications; word problems. Course makes extensive use of scientific calculators. Course does not count toward graduation. Recommended for students who score below 350 on the ELM.

**Mathematics 70. Pre-Algebra** Operations of real numbers; business and consumer applications; solutions of first degree equations; arithmetic of polynomials, word problems. Course makes extensive use of scientific calculators. Course does not count toward graduation. Prerequisite: Credit for Mathematics 60 or a score between 350 and 380 on the ELM.

**Mathematics 80. Algebra and Introductory Geometry** Algebra; polynomials and rational expressions; exponents and radicals; solutions of first and second degree equations. Geometry: perimeter, area, and volume; similar triangles; Pythagorean theorem. Course makes extensive use of scientific calculators. Course does not count toward graduation. Prerequisite: Credit for Mathematics 70 or score of 390 or higher on the ELM.

**Mathematics 90. Intermediate Algebra** Systems of linear equations; inequalities; polynomial equations; factor theorem; fractional exponents and radicals, function concept; exponential and logarithmic functions; applied problems. Course makes use of graphing calculators and computer lab. Students having no prior experience with graphing utilities are encouraged to enroll concurrently in General Studies 277.398. Course does not count toward graduation. Prerequisite: Credit for Mathematics 80 or satisfaction of the ELM Requirement.\*

**Mathematics 95 (3 units). Intuitive Geometry** Various topics will be selected from: Descriptive geometry of the plane; classification and measurement of angles; notion of parallel and perpendicular; similarity; classification and properties of triangles and quadrilaterals; regular and convex polygons; circles; computations of perimeters and area. Introduction to transformational and coordinate geometry and the plane. Descriptive solid geometry: distance in three dimensional space; lines and planes in three dimensions, convex solids; volume and surface. Course does not count towards graduation. Prerequisites: (1) Credit for Mathematics 80 or an equivalent course and (2) Satisfaction of the ELM Requirement.\*

**Mathematics 101. Finite Mathematics** Mathematical topics for business, social, and life sciences selected from logic, set theory, combinatorics, statistics, matrix algebra, linear programming, Markov chains, analytic geometry, graph theory, and mathematics of finance. Prerequisites: (1) Credit for each of Mathematics 80, 90, and 95, or 3 years of college preparatory mathematics (algebra/geometry/algebra) or equivalent; (2) satisfaction of the ELM requirement.\*

**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: (1) Credit for each of Mathematics 80, 90, and 95, or 3 years of college preparatory mathematics (algebra/geometry/algebra) or equivalent; and (2) satisfaction of the ELM requirement.\*

\* Exemption from ELM only by other test scores (i.e. SAT) or by certification of completion of general education requirement. (See p. 52 for explanation of ELM)

**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. Prerequisites: (1) Credit for each of Mathematics 80, 90, and 95, or 3 years of college preparatory mathematics (algebra/geometry/algebra), including work with exponential and logarithmic functions) and (2) Satisfaction of the ELM Requirement.\*

**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. Prerequisites: (1) Credit for each of Mathematics 80, 90, and 95, or 3 years of college preparatory mathematics (algebra/geometry/algebra) or equivalent; (2) satisfaction of the ELM requirement.\*

**Mathematics 191. Precalculus Mathematics I: College Algebra** The algebraic and geometric analysis of polynomial and rational equations and inequalities. The concept of function is used as the unifying theme. This course makes use of graphing utilities. Students having no prior experience with graphing utilities are encouraged to enroll concurrently in General Studies 277.398. Prerequisites: (1) Credit for each of Mathematics 80, 90, and 95, or 3 years of college preparatory mathematics (algebra/geometry/algebra) or equivalent; (2) satisfaction of the ELM requirement.\*

**Mathematics 192. Precalculus Mathematics II: Elementary Functions** Introduction to trigonometry. The algebraic and geometric analysis of exponential, logarithmic, trigonometric and inverse trigonometric equations and inequalities. Introduction to the analytic geometry of three dimensions. The concept of function is used as the unifying theme. This course makes use of graphing utilities. Students having no prior experience with graphing utilities are encouraged to enroll concurrently in General Studies 277.398. Prerequisites: (1) Credit for Mathematics 191 or an equivalent course and (2) Satisfaction of the ELM Requirement.\*

Note: Concurrent enrollment in Mathematics 191 and 192 is possible for students with unusually strong high school mathematics backgrounds. Approval by the Chair of the Department of Mathematics is required.

**Mathematics 201. Calculus I** Introduction to the differential calculus of elementary functions with associated theoretical foundations. Emphasis on techniques and applications of differentiation. Prerequisites: (1) A mark of C— or better in each of Mathematics 191 and Mathematics 192 or equivalent courses and (2) satisfaction of the ELM Requirement.\*

Note: Students without recent credit in Mathematics 192 are advised to consult the Mathematics Department and to take the CSU/UC Pre-Calculus Diagnostic Test before enrolling in Mathematics 201.

**Mathematics 202. Calculus II** Introduction to integral calculus of elementary functions with associated theoretical foundations. Emphasis on techniques and applications of integration. Prerequisite: A mark of C— or better in Mathematics 201 or an equivalent course.

**Mathematics 203. Calculus III** L'Hospital's rule, improper integrals, infinite sequences and series, polar coordinates, para-



metric functions of one variable, three dimensional analytic geometry, introduction to partial differentiation. Prerequisite: A mark of C— or better in Mathematics 202 or an equivalent course.

**Mathematics 204. Calculus IV** Introduction to multivariable calculus including multiple integrals and differentiability of functions of several variables, Green's Theorem and Stokes' Theorem. Prerequisite: A mark of C— or better in Mathematics 203 or an equivalent course.

**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. Real Analysis I** Development of a rigorous foundation for analysis; open and closed sets; sequences and series; continuity; differentiability and an introduction to integration. Prerequisite: Credit for Mathematics 300 or an equivalent course.

**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.

**Mathematics 320. An Introduction to Number-Systems** Principles of arithmetic and algebra for elementary and junior high school. This course will use the guidelines from the most recent California Mathematics Framework and the National Council of Teachers of Mathematics Curriculum Standards as its philosophical basis. Cardinality, sets, functions, relations, numeration systems, properties and operations of the system of: whole numbers, integers, rational numbers, and real 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 requirements. Prerequisites: (1) A mark of C— or better in each of Mathematics 80, 90 and 95, or 3 years of college preparatory mathematics (algebra/geometry/algebra) or equivalent; (2) Satisfaction of ELM Requirement.\*

paratory mathematics (algebra/geometry/algebra) or equivalent; (2) Satisfaction of ELM Requirement.\*

**Mathematics 321. Concepts of Geometry: Elementary Probability and Statistics** Basic principles of geometry, probability and statistics for elementary and junior high school. This course will use the guidelines from the most recent California Mathematics Framework and the National Council of Teachers of Mathematics Curriculum Standards as its philosophical basis. Intuitive geometric properties of polygons and polyhedra, congruence, similarity, constructions, networks, symmetry, principles of measurement, the metric system, elementary probability, and elementary statistics. A calculator with a memory and scientific notation is required. This course may not be used to satisfy mathematics major requirements. This course, together with Mathematics 320, may count the equivalent of one upper division course to satisfy a minor in Mathematics. Prerequisites: (1) A mark of C— or better in each of Mathematics 80, 90, and 95, or 3 years of college preparatory mathematics (algebra/geometry/algebra) or equivalent; (2) A mark of C— or better in Mathematics 320; (3) Satisfaction of ELM Requirement.\*

Note: Concurrent enrollment in Mathematics 320 and 321 is possible for students with strong mathematics backgrounds. Approval by the Coordinator of Mathematics 320 and 321 is required.

**Mathematics 330. Linear Algebra** Matrices; systems of linear equations; vector spaces, dimensions, linear independence; spaces associated with matrix; basis, change of basis, orthogonal bases; linear transformations, matrix representation; eigenvalues and eigenvectors, diagonalization; quadratic forms. Prerequisite: Math 300 or Comp Sci 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 403. Real Analysis II** A continuation of Mathematics 303; Riemann integration; the fundamental theorem of calculus; Taylor's theorem with remainder; uniform convergence and Taylor series; spaces of functions and applications; e.g. Fourier

\* 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.)



rier series and existence theorems for differential equations. Prerequisite: Credit for Mathematics 303.

**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.

**Mathematics 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. Prerequisites: Credit for four upper-division courses in mathematics, not to include Mathematics 320, 321, or 422.

**Mathematics 426. General Methods. Educational Technology and Resources in Mathematics Education (3 units)** Performance-based instruction in general methods in Mathematics Education. Includes instructional strategies, media, and procedures used in the junior high and secondary schools. This course may not be counted towards a major or a minor concentration in Mathematics. Cross listed as ED-SE 426.009.

**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 431. Algebraic Structures II** A continuation of Mathematics 331; group structure theorems, structure of finite fields, Galois Theory, and selected applications. Prerequisite: Credit for Mathematics 331.

**Mathematics 450. Introduction to the History of Mathematics** Development of mathematics from its empirical origins to its present form. Topics include the development of fields such as arithmetic, algebra, trigonometry, geometry, and the calculus. Emphasis may vary with the instructor. Evaluation will include at least one substantial student paper. Prerequisites: (1) Mathematics 300, (2) At least two mathematics courses numbered above 300, and (3) Completion of CSUB's Upper Division Writing Competency Requirement.

**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** Preparation of papers and discussion by faculty and students. Prerequisite: Credit for four upper-division courses in mathematics, not to include Mathematics 320, 321, or 422.

**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

(RNEC 100, 664-3102)

Chair: N. L. Cook

Faculty: B. H. Fleming, S. Fujiki, R. J. Gerds,  
M. Jakocko, M. J. Kasselmann, M. Leapley, J. Robinson.

The Department of Nursing offers a baccalaureate program built upon a foundation of science and liberal education which prepares graduates as professional nurses for positions in hospitals and community agencies. All graduates from the program are recommended for certification as public health nurses in the State of California. This program also prepares students for entrance into graduate programs in Nursing. The program is accredited by the California Board of Nursing and the National League for Nursing.

The Nursing curriculum is organized according to a developmental continuum to study health and health problems that occur during man's life cycle. Emphasis is placed on the nursing process as a systematic method of assisting individuals and families to attain, regain, and maintain behavioral system stability. Nursing intervention with clients is based on the use of this nursing process.

### Baccalaureate Program Objectives

The program objectives are to prepare students for graduation who:

1. Value the inherent dignity and worth of man as an open goal-directed holistic human being.
2. Create an environment in which the patient/client and family maximize their strengths, assets, and potentials in their quest for optimal wellness as indicated by behavioral system stability.
3. Are proficient in the performance of nursing skills requiring cognitive, psychomotor, and affective capabilities.
4. Use a nursing process which emphasizes critical thinking, independent judgment, and continual evaluation as a means to determine nursing activities.
5. Use theory and knowledge from nursing, the physical and behavioral sciences, and the humanities in providing and evaluating nursing care.
6. Accept individual responsibility and accountability for the choice of nursing intervention and its outcome.
7. Evaluate research for the applicability of its findings to nursing.
8. Modify their professional roles and functions to meet the health care needs of a changing multicultural society.
9. Collaborate with colleagues and others on the interdisciplinary health team to promote the health and welfare of people.
10. Utilize leadership and management skills through involvement with others in meeting health needs and nursing goals.
11. Have a lifelong commitment to continued learning, skills of self-directed learning, and the foundation for graduate study.

In summary, the professional baccalaureate program in nursing is based on the belief that the graduate is a liberally educated, self-directed person who has beginning competency in delivering nursing care and is a responsible citizen.

*While there is a single baccalaureate degree program in Nursing, the university offers a special track within the program for registered nurses who wish to earn a baccalaureate degree. Information about this special track for registered nurses can be found on p. 187 of the catalog.*

### Admission Policies

Applicants shall comply with the admission policies and procedures of the university. Entry into specific nursing courses is dependent upon successful completion of specified prerequisite courses, completing health requirements, obtaining malpractice insurance. Students must provide evidence of completing a course in two-man CPR prior to entry into the program. The Department of Nursing complies with the affirmative action policies of this university.

### Admission With Advanced Standing

Students wishing to transfer from another college or university may apply for admission with advanced standing. Applicants who are registered nurses must be graduates of an accredited college or hospital school of nursing.

Registered nurse applicants for admission to advanced undergraduate standing should request their college or school of nursing to send two copies of the school of nursing record to the Office of Admissions as part of the admission procedure.

Students may petition to receive credit by challenge examination for courses in the Nursing major. (For details see catalog description of Credit by Examination procedure.) Interested students should contact the Nursing Department Office.

### L.V.N. 45-Unit Option

The Board of Registered Nursing specifies that the additional nursing courses required of licensed vocational nurses to qualify for the registered nurse licensure examination shall not exceed a maximum of forty-five (45) quarter units. Licensed vocational nurses who wish to use this option must take Biology 255, 256, 311, Nursing 319, Nursing 320, Nursing 321, and Nursing 322—a total of 31 quarter units.

### Medical Corpsmen

Veterans who have had experience as United States medical corpsmen in the service and who wish to become registered nurses are encouraged to apply for admission. Credit may be given for previous experience, knowledge, and skills on the basis of challenge examinations. (For details see catalog description of Credit by Examination procedure.)

### Handicapped Students

A physical handicap or chronic illness will not of itself bar a student from admission to the Nursing program if the student



## Arts and Sciences—Nursing

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 Health History form
2. Complete physical examination, including routine hemoglobin or hematocrit & UA (within the preceding three months)
3. T.B. Skin Test (within preceding three months)
4. Chest X-Ray if Tuberculin Skin Test is positive
5. Immunizations: Diphtheria/Tetanus within the last 10 years; Measles and Rubella (MR) vaccination given after 1968 and after one year of age. Verification is required.
6. Hepatitis B 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 three months)
2. Up-dated immunizations
3. Chest X-ray if Tuberculin Skin Test is positive.

### Financial Aids

**Nursing Student Loan.** The loan program provides up to \$2,500 annually, based upon need, to sophomores and up to \$4,000 to juniors and seniors who are full-time undergraduate students enrolling in Nursing curricula. Loans are repayable over a ten-year period which begins nine months after completion of the program or when a student otherwise ceases to be at least a half-time student. The loan is

interest-free while the student is enrolled in the program, and, under Federal law, certain cancellation procedures are available to students who participate in this program.

**Special Scholarships.** Various organizations make money available to student nurses who are in need of financial assistance. These scholarships help to defray the expenses of books, uniforms, and student fees. For additional information, contact the Office of Financial Aid and Scholarships.

The Student Policy Manual describes the procedures and criteria used by the Nursing Department Scholarship Committee.

### Academic Regulations

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. Cognate courses can be repeated only once for the student to enter or remain in the nursing program. Students who fail to achieve at least a "C" in a nursing course may repeat the course once. Students who fail to achieve at least a "C" in a nursing course a second time are ineligible to remain in the Nursing major. If a course is satisfactorily completed, the prior unsatisfactory grade will no longer bar a student from continuing in the Nursing program although it will still be counted in computing the overall grade point average.

Students who interrupt their progress in the nursing program will be required to take refresher courses of two or more units in nursing theory and/or clinical content before resuming progress in the program. An examination assessing current clinical competency may be required. This is in addition to repeating any course which was not completed or was not passed at a level of "C" or above. Refresher courses will be given on a credit/no credit basis and students must receive credit in order to proceed into subsequent nursing courses. Students who drop out of the Nursing Program for academic reasons or for personal reasons must apply for readmission by writing a letter to the Admissions Committee of the Department of Nursing requesting readmission to the program two quarters prior to desired readmission.

### Absentee Policy

#### I. Clinical Attendance

- A. Excused absence consists of time missed due to illness or extenuating circumstances. The student is responsible for notifying the instructor about the illness prior to the start of the assigned clinical day. In clinical courses students are permitted two days of excused absence. All excused absences in excess of two days must be made up during the quarter, by arrangement with instructor; otherwise, an "Incomplete" will be issued at the end of the quarter.
- B. Unexcused absence is any absence not due to illness or extenuating circumstances, and without prior notification of the instructor. All unexcused absences must be made up. An unexcused absence which is not made up will result in a failure of the course.
- C. Provision for make-up labs will be offered, with priority given to those students with excused absences before students with unexcused absences.

#### II. Lecture Attendance

- A. Class attendance is expected of all students enrolled at the university. The instructor in each course sets the



standard expected in this regard. When students are absent from classes, it is their responsibility to inform instructors of the reason for the absence and to arrange to make up missed class work and assignments.

- B. Students must obtain permission prior to using tape recorders in the classroom.

### Illness Policy

Students whose condition limits their ability to give nursing care or who have an illness of a chronic or contagious nature must submit a doctor's certificate stating that it is safe for them to give nursing care before returning to the clinical area.

### Requirements for the Nursing Major

**(Requirements for the Special Track for Registered Nurses are on p. 187)**

The Bachelor of Science degree in Nursing requires the following courses in Nursing, taken sequentially:

- Nursing 210.001, 210.002
- Nursing 211.001, 211.002, 212.001, 212.002
- 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 corequisites to Nursing 210 and are prerequisites to Nursing 211 and 212. It is highly recommended that cognate courses be taken within the past ten years prior to entering Nursing courses. See Department of Nursing for course currency policy.

Recommended Elective Courses:

- Anthropology 320. Culture and Communications
- Behavioral Science 331. Political Sociology
- Computer Science 121. Computer Skills and Concepts II
- Economics 300. Intermediate Microeconomics I
- Finance 300. Financial Management
- Philosophy 201. Introduction to Ethics
- Physics 150. Introduction to Principles of Physics
- Psychology 403. Health Psychophysiology: Mind-Body Interactions
- Sociology 327. Race and Ethnic Relations
- Sociology 464. Family and Stress

### Courses

NOTE: Each course carries five quarter units unless otherwise designated.

**Nursing 210.001. 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 of clinical settings. 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. Open to Nursing majors 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. (Offered winter quarter only. Open to Nursing majors only.)

**Nursing 213. Health Promotion During the Period of Family Expansion** Principles and concepts of health assessment and maintenance and potential health problems of pregnant women, their families and infants to 18 months of age are presented. Behavioral system stability during this period are studied, with emphasis on preventive and therapeutic aspects of nursing care. Concepts of human sexuality, altered body image, parent-infant bonding, attachment, and child abuse are included. Five



hours lecture-discussion. Prerequisites: Nursing 211 and 212, Psychology 310, and Biology 355. Corequisite: Nursing 214. (Offered spring quarter only.)

**Nursing 214. Nursing Care During the Period of Family Expansion** Clinical experiences are provided wherein the student applies nursing care principles and concepts in the care of childbearing women, their families and newborn infants in hospitals, clinics and at home. Emphasis is placed on the assessment phase of the nursing process, which includes formulation of nursing diagnostic statements. 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. 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 377. Contemporary Nursing Issues (1-5)** An intensive examination of contemporary nursing issues. Lecture and discussions. May be repeated for different course content. Topics to be offered will be announced prior to registration.

**Nursing 396. Human Corps (1)** Voluntary community service experience. Supervised practices in the application of previously learned nursing knowledge and skills in selected community agencies. Only one unit of Human Corps credit may be earned per term and no more than 12 units may be counted toward the baccalaureate degree. May be taken concurrently with Nursing 497. Prerequisites: Nursing 211 and Nursing 212 offered on a credit/no credit basis only. (Open to Nursing majors 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. Prerequisite or corequisite: Math 140 or Psych 200.

**Nursing 412. Community Health Nursing Practicum** Concepts and theories basic to community health nursing are utilized in the application of the behavioral systems model to man and his supra system. Cultural, ethnic, psychosocial, political and geographical factors obstructing or facilitating community health nursing are analyzed. Special emphasis is given to both the utilization of the nursing process with families and health teaching with groups. Prerequisites: Nursing 321, Nursing 322 or Nursing 335 and Nursing 336. Prerequisite or corequisite: Nursing 411. (Open to Nursing majors only.)

**Nursing 477. Special Topics in Nursing (1-5)** Topics and prerequisites to be announced.

**Nursing 481. Planning Nursing Research (3)** An introduction to planning a nursing research project based upon a simple



question. Includes rules for definitions of terms, alternative methods of writing problem statements, collecting a sample, choosing a data collection instrument, planning for data analysis, protection of human rights, reading nursing research reports, and writing and presenting a research proposal. Three hours per week. Prerequisite or corequisite: Math 140 or Psychology 200. Senior Standing in Nursing.

**Nursing 490. Senior Seminar in Nursing (3)** A study of major theories of leadership behavior and management in health care settings as they relate to nursing and delivery of health care in contemporary society. Emphasis is placed on developing, sharing and critically examining group projects. Development is emphasized through role playing and simulation. Three hours per week. Prerequisite: Nursing 321 and 322 or Nursing 335 and 336. Senior standing in Nursing.

**Nursing 496. Selected Advanced Practicum in Nursing (6)** An in-depth practicum to include application of advanced professional nursing concepts, leadership/management knowledge, and research inquiry in clinical settings. Multiple patient care and leadership modalities are emphasized. A limited scale group research project is conducted. Five units (fifteen hours) of laboratory and one unit seminar. Prerequisites: Nursing 411, 412, 481, and 490.

**Nursing 497. Cooperative Education (2–5)** This work study course is offered through Cooperative Education by the Department of Nursing in cooperation with selected clinical agencies. Students apply previously learned nursing theory and clinical skills in assigned patient care settings under the supervision of selected R.N. nurse preceptors. The laboratory experience is supervised by a Department of Nursing faculty (course instructor), clinical agency coordinators, and the Cooperative Education Coordinator. The determination of course credits, evaluation, and grading is the responsibility of the nursing faculty. Prerequisites: Nursing 211 and 212. Offered on a credit/no credit basis only. (Open to Nursing majors only.)

**Nursing 499. Independent Study (1–5)** Individual projects, such as directed reading, for students qualified to carry on independent work. Prerequisite: Permission of instructor. (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. 183.)

#### 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 must have:

1. A current RN license to practice in California.
2. A minimum of 60 semester units or 90 quarter units, or junior standing.
3. A minimum of 45 quarter units of transferable lower division collegiate nursing. It is highly recommended that these courses be completed in the last 10 years. (NOTE: Diploma school graduates are referred to a community college for evaluation of nursing courses for lower division college credit.)
4. Completed the prerequisite admission cognates. It is highly recommended that they be completed in the last 10 years.
5. Two letters of reference attesting to competency in nursing, one copy of nursing school transcripts, along with all completed work to date, sent to the Department of Nursing and the Office of Admissions of CSUB by March of the year applying for admission.
6. A minimum grade of "C" in each of the prerequisite cognate courses.

\*NOTE: Students who have graduated from A.D.N. program at Bakersfield College are advised to follow the articulation agreement between the Departments of Nursing at B.C. and CSUB.

### Requirements for the Special Track for Registered Nurses

The Bachelor of Science degree in Nursing for the registered nurse requires ten courses in nursing:

Nursing 331  
Nursing 333, 334  
Nursing 335, 336  
Nursing 411, 412  
Nursing 481, 490  
Nursing 496

NOTE: Nursing 333 and Nursing 335 may be challenged with standardized tests.

#### Required Cognate Courses:

1. English \*—nine quarter units which includes verbal, written, and group communication. This requirement must be met by taking English 110 and Communications 108.
2. One course (five quarter units) in Sociology or Anthropology: \*—Recommended courses: Sociology 100, Anthropology 100, Behavioral Science 318
3. Biology 250\*, 255\*, 256\*, 311\*, and 370\*
4. Biology 355 or current CCRN certificate
5. Chemistry 150\*, 203\*, or one course of inorganic and organic chemistry
6. Psychology 100\*, 310\*
7. Nursing 337\*
8. Math 140 or Psychology 200
9. Behavioral Science 382

\* Cognate courses or their equivalents which must be completed, with a grade of "C" or better, prior to entry into Nursing 331

### Courses for the Junior Year of the Special Track, Open to Registered Nurses Only

NOTE: Each course carries five quarter units unless otherwise designated.

**Nursing 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, and Nursing 337. (Offered fall quarter only.)

**Nursing 333. Nursing Care of the Family: Period of Family Expansion Through Adolescence** Students use concepts about developmental processes while studying major nursing and health problems of individuals and families through the reproductive period, infancy, childhood, and adolescence. Behavioral system stability during this developmental period is studied with emphasis on preventative and therapeutic nursing care. Methods of health assessment and health education as well as methods of teaching family rearing practices are presented. Five hours lecture-discussion. Prerequisites: Nursing 331 and Nursing 332, and Behavioral Science 382. Corequisite: Biology 355. (Offered winter quarter only.)

**Nursing 334. Nursing Diagnosis with Focus on Client Perception and Nursing Inference** Application of knowledge about developmental processes and the nursing process to collect data and arrive at a nursing diagnosis about clients in expanding and growing families. Emphasis is given to arriving at a validated client perception of problems and methods of coping as well as inferences about behavioral system stability. Selected laboratory experiences are with mothers, fathers, infants, children, and/or adolescents in a variety of community agencies. Twelve hours clinical laboratory, one hour seminar. Open to R.N. students only. Prerequisites: Nursing 331 and Behavioral Science 382. Corequisite or prerequisite: 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. Twelve hours clinical laboratory and one-hour seminar per week. Prerequisites: Nursing 333 and 334 and Biology 355. (Offered spring quarter only. Open to RN students only.)

Courses in the senior year for registered nurses are the same courses for the basic major. See p. 185 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 Analogy 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  
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

	Units
Nursing 586 Advanced Health Assessment	4
Nursing 590 Development of a Theory or Conceptual Model of Nursing	4
Nursing 595 Educational Principles and Methodology Applied to Nursing with Emphasis on Nursing Staff Development	3
Nursing 602 Adult Health Nursing I	5
Nursing 612 Adult Health Nursing II	5
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 500	Essentials of Financial Accounting
ACC 600*	Accounting for Management Decision Makers
FIN 500	Corporate Financial Management
MGT 500	Management and Organizational Behavior

MGT 600*	Seminar in Management and Organization
MGT 610*	Seminar in Human Resources Management
MKT 500	Marketing Planning and Management
MKT 600*	Seminar in Marketing Management
MKT 602*	Seminar in Marketing Communication Strategy
MIS 610	Seminar in Information Systems Management
PPA 511	Public Finance and Budgeting
PPA 518	Health and Human Services Planning and Policy Development
PPA 587	Financial Issues in Health and Human Services
PPA 680	Public Management and Organizational Change

\* These courses have as prerequisites a 500-level course or consent of instructor.

### Course Descriptions

#### Nursing 577. Selected Advanced Topics in Nursing (1-5)

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

**Nursing 586. Advanced Health Assessment (4)** Compile a complete and comprehensive database to establish the health status of the client/patient. Emphasis is placed upon physiology, pathophysiology, psychopathology as well as physical, and psychosocial needs. Upon this foundation, an individualized protocol for client care management will be established. Prerequisite: Senior standing in a B.S. degree with a major in nursing, post-baccalaureate unclassified, conditionally classified, or classified status in the M.S. Degree Program in Nursing. 2 lectures/2 laboratories

**Nursing 590. Development of a Theory or Conceptual Model of Nursing (4)** A seminar dealing with the relationships between philosophy, theory, research, and practice in nursing. The primary focus is on understanding the influence of theory and conceptual model development for the emergence of nursing as a scholarly discipline. A historical analysis of nursing's professional progress to its present theoretical state provides the background for analysis, discussion, and evaluation of different nursing theories. Prerequisite: conditional or classified status in the M.S. Degree Program in Nursing.

**Nursing 595. Educational Principles and Methodology Applied to Nursing with Emphasis on Nursing Staff Development (3)** The focus of the course is on the use of a variety of teaching skills and strategies to help nursing staff, students, and other health care workers establish policies and standards. These skills enable the nurse administrator to influence attitudes and understanding about nursing and health care. Students in this course develop and present programs or classes for nursing staff development, education of nursing students, or programs of health education for consumers and other health care providers. Prerequisite: Conditional or Classified status in the M.S. Degree Program in Nursing. Discussion/demonstration

**Nursing 602. Adult Health Nursing I (5)** In order to manage clients, students will utilize a developed or selected conceptual model to design nursing care for adults and families with complex health problems from culturally diverse backgrounds. Clinical laboratories in rural and urban acute care settings as well as in a variety of other community health care settings including the home. Prerequisite: Classified status in the M.S. Degree Program in Nursing and Nursing 586 and 590. 5 Laboratories

**Nursing 612. Adult Health Nursing II (5)** Continuation of Nursing 602. Emphasis moves to implementation and evaluation of conceptually based plans of nursing care for multi-cultural clients with complex health problems. Continuity of care through a



## Arts and Sciences—Nursing

variety of settings is emphasized. Clinical laboratories in rural and urban medical-surgical or psychiatric units, as well as in a variety of other health care settings including the home. Clinical conferences may include discussion of issues such as quality assurance, collective bargaining, and financing long-term care. Prerequisite: Candidacy status in the M.S. Degree Program in Nursing, Nursing 602, and Nursing 625. 5 Laboratories

**Nursing 625. Nursing Research: Advanced Methodology and Proposal Development (4)** In-depth study of selected research strategies commonly used in nursing, such as clinical case-study, experimental, quasi-experimental, historical, ethnographic, ex-post-facto, and survey methods. Identification and clarification of nursing problem statements and related hypotheses. Roles and functions of the nursing thesis research committee. Development and analysis of individual thesis proposals. Prerequisite: Classified status in the M.S. Degree Program in Nursing and Nursing 590. Discussion

**Nursing 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)** This course serves as the culminating experience for the role preparation in nursing administration. Students, through administrative experience in adult clinical settings, draw together the knowledge of preceding courses and develop a field project paper. Prerequisite: Candidacy status in the M.S. Degree Program in Nursing and Nursing 612, Nursing 625, and two courses selected from approved list of courses in the School of Business and Public Administration. 1 seminar/5 laboratories.





## 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, J. Vice

The Department of Philosophy/Religious Studies offers a major and minor in Philosophy, a major in Philosophy with a Pre-Law Concentration, and a major and minor in Religious Studies. Some courses offered by the department also fulfill general education or graduation requirements.

### Philosophy

*The unexamined life is not worth living.*

—Socrates

The program in Philosophy is designed to satisfy the interests of students who aspire to be mature, responsible, and self-aware persons. The courses offered by this department seek to cultivate the critical and creative thinking which is one of the prerequisites of all educated persons. A carefully designed set of courses in the upper division affords the student an opportunity to master the major areas of philosophy, namely, those concerned with values, theories of knowledge, and metaphysics. This program prepares the student for graduate work in philosophy and for a career in the major professions.

### Requirements for the Major in Philosophy

#### 1. Graduate School Track

##### A. Recommended Prerequisites

Philosophy 100. Philosophical Ideas  
Philosophy 102. Logical Reasoning *or*  
Philosophy 103. Introduction to Symbolic Logic  
Philosophy 201. Ethics

##### B. Eleven upper division courses in the department, including:

1. Philosophy 302. History of Western Philosophy I  
Philosophy 303. History of Western Philosophy II  
Philosophy 304. History of Western Philosophy III
2. Philosophy 350. Advanced Symbolic Logic
3. Philosophy 301. Contemporary Issues in Philosophy
4. One course from each of the following groups:

##### *Group A: Theories of Knowledge*

Philosophy 351. Theories of Knowledge  
Philosophy 352. Philosophy of Science

##### *Group B: Metaphysics*

Philosophy 340. Metaphysics  
Philosophy 341. Dimensions of Self and Mind

##### *Group C: Value Theory*

Philosophy 332. Ethical Theory  
Philosophy 478. Special Topics in Ethics

##### *Group D: Social and Political Philosophy*

IN ST 333. Political Philosophy and Thought  
Philosophy 334. Law and Morality  
Philosophy 335. Philosophy of Law

5. One additional upper division course in philosophy
6. Philosophy/Religious Studies 490. Senior Seminar
- C. Completion of an approved minor.

#### 2. General Track

##### A. Recommended Prerequisites

Philosophy 100. Philosophical Ideas  
Philosophy 102. Logical Reasoning *or*  
Philosophy 103. Introduction to Symbolic Logic  
Philosophy 201. Ethics

##### B. Ten upper division courses in the department, including:

1. Philosophy 302. History of Western Philosophy I  
Philosophy 303. History of Western Philosophy II  
Philosophy 304. History of Western Philosophy III
2. Philosophy 301. Contemporary Issues in Philosophy *or* Philosophy/Religious Studies 343. Asian Philosophy
3. One course from each of the following groups:

##### *Group A: Theories of Knowledge*

Philosophy 351. Theories of Knowledge  
Philosophy 352. Philosophy of Science  
Philosophy/Communications 430. News As Ideology

##### *Group B: Metaphysics*

Philosophy 340. Metaphysics  
Philosophy 341. Dimensions of Self and Mind  
Philosophy/R.S. 343. Philosophy of Religion

##### *Group C: Value Theory*

Philosophy/Comm. 317. Ethics in Media  
Philosophy 331. Aesthetics  
Philosophy 332. Ethical Theory  
Philosophy 478. Special Topics in Applied Ethics

##### *Group D: Social and Political Philosophy*

IN ST 333. Political Philosophy and Thought  
Philosophy 334. Law and Morality  
Philosophy 335. Philosophy of Law

4. One additional upper division course in philosophy.
5. Philosophy/R.S. 490. Senior Seminar

##### C. Completion of an approved minor.

#### 3. Pre-Law Concentration

##### A. Cognate Requirements:

Mathematics 140. Elementary Statistics *or*  
Psychology 200. Introduction to Statistical  
Methodology in Psychological Research *or* the  
equivalent.

##### B. Recommended Prerequisites

Philosophy 100. Philosophical Ideas  
Philosophy 102. Logical Reasoning *or*  
Philosophy 103. Introduction to Symbolic Logic  
Philosophy 201. Ethics

##### C. Ten upper division courses, including:



1. *Two* courses selected from the following:  
Philosophy 302, 303, 304. History of Western Philosophy
  2. *One* course selected from the following:  
Philosophy 332. Ethical Theory  
In. St. 333. Political Philosophy and Thought
  3. *One* course selected from the following:  
Political Science 370. Legal Reasoning  
Communications 480. Argumentation
  4. *One* course selected from the following:  
Philosophy 351. Theories of Knowledge  
Philosophy 352. Philosophy of Science  
Philosophy 430. News As Ideology
  5. *One* course selected from the following:  
Philosophy 340. Metaphysics  
Philosophy 341. Dimensions of Self and Mind  
IN ST 362. Psychotechnology and Human Values  
Philosophy 301. Contemporary Issues in Philosophy
  6. Philosophy 335. Philosophy of Law
  7. Philosophy 334. Law and Morality
  8. *One* upper-division philosophy elective or any of the In. St., Communications or Political Science courses listed above that were not selected to meet core requirements.
  9. Philosophy/R.S. 490. Senior Seminar
- D. Completion of an approved minor.

### **Requirements for the Minor in Philosophy**

Four courses, totaling twenty units, at least fifteen of which must be upper division. Normally these courses will be in Philosophy/Religious Studies and will thus constitute automatically a coherent block of instruction.

### **Philosophy Courses**

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

#### **Lower Division**

**Philosophy 100. Philosophical Ideas** A study of philosophical methods and some of the major philosophical ideas which have resulted from the application of that method. These ideas are taken from the past as well as the present, from the East as well as the West. They concern the kinds, sources, and tests of knowledge; the nature of reality, of self and God; and the various kinds of value that ought to inform our lives.

**Philosophy 102. Logical Reasoning** This course is designed to develop critical thinking skills related to the analysis and evaluation of arguments. It involves an analysis and criticism of deductive and inductive reasoning; an understanding of justification and evidence; and analysis of fallacious argument in various areas of inquiry.

**Humanities 102. Critical Thinking and Writing** (For course description, see listing under "Interdisciplinary Courses," p. 107.)

**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 110 and Philosophy 102 or consent of instructor.

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

**Philosophy 296/396. Human Corps Community Service I (variable units)** This course provides students a volunteer-community service experience working with non-profit, governmental, educational or community-based service organizations. Offered on a credit, no-credit basis only.

#### **Upper Division**

NOTE: Philosophy 100 and Philosophy 102 or Philosophy 103 are strongly recommended as prerequisites for all upper division courses.

**Philosophy 301. Contemporary Issues in Philosophy** This course will address those issues at the forefront of current research in philosophy. Topics will include such areas as cognitive science, philosophy of language, philosophy of mind, and artificial intelligence. Required of all philosophy majors. Prerequisites: Philosophy 100 or consent of the instructor.

**Philosophy 302. History of Western Philosophy I** A study of the development of Western philosophy from its Greek origins to the fall of the Roman Empire, with emphasis on Plato and Aristotle.

**Philosophy 303. History of Western Philosophy II** A study of the development of Western philosophy from Bacon through Hume. The course concentrates on Continental Rationalism and British Empiricism.

**Philosophy 304. History of Western Philosophy III** A study of the development of Western philosophy from Kant through the first half of the twentieth century. The course concentrates on idealism, naturalism, positivism, pragmatism, and existentialism.

**Philosophy 310. Existentialism** The various types of existentialist philosophies are examined in the writings of nineteenth-century existentialists such as Kierkegaard and Nietzsche, and of twentieth century exponents such as Heidegger, Jaspers, Sartre, Camus, Marcel, and Tillich.

**Philosophy 315. Philosophy, Technology, and Our Future** The nature of technology, its recent history, and probable future are explored, and questions of human goals, and the quality of life are raised. An examination of the ethical/legal/social questions raised by modern technologies will be emphasized.

**Philosophy 317. Ethics in the Media** Analysis of ethical dilemmas in the media, with emphasis on ethical issues as they influence news gathering, reporting, advertising, and entertainment. Evaluation of the ethical "culture" of newsrooms and their codes of ethics; analysis of case studies as the basis for learning how to recognize and resolve ethical conflicts. Prerequisite: Comm. 315 for Communications majors. This course will carry credit in either Philosophy or Communications.

**Philosophy 331. Aesthetics** An examination of the main problems of aesthetic creation, contemplation, and criticism, including an analysis of aesthetic experience and of the work of art.

**Philosophy 332. Ethical Theory** A review of ethical systems and theories with analysis of the meaning and function of crucial



ethical concepts such as good and evil, right and wrong, freedom, choice, responsibility, intention, and consequence. Consideration will also be given to the justification of ethical judgments.

**IN ST 333. Political Philosophy and Thought** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Philosophy 334. Law and Morality** A course with varying topics (announced before registration), each studying the moral roots of Anglo-American law and the relationship between morality and legal practice. Topics include, "The Moral Foundations of Constitutional Law," "The Relationship between Law, Religion, and Politics," and "The Law and the Enforcement of Morals." Often team-taught with a member of the local legal community.

**Philosophy 335. Philosophy of Law** This course addresses issues common to both philosophy and law with an emphasis placed on philosophical issues of ontology, definition and evidence as they pertain to law. Natural Law, Positive Law, Instrumentalist Law, and other conceptions of the ontology of law will be studied. Some selected topical issues will be covered to show the connection between law and its ontology and purposes.

**Philosophy 340. Metaphysics** A critical examination of classical metaphysical positions such as materialism, idealism, realism, and naturalism, coupled with a study of methods and problems in contemporary metaphysical thinking.

**Philosophy 341. Dimensions of Self and Mind** A critical analysis of various concepts of self, mind, and person. Subjects typically studied include the relation of mind and body, personal immortality, the nature of self-knowledge, and the relation between the self and moral values.

**Philosophy/Religious Studies 342. Philosophy of Religion** An examination of the following issues: the nature of religion and of religious experiences, various conceptions of God, evidence for the existence of God including the classical arguments, faith and its relationship to knowledge, the problem of evil, meaning and the logical status of religious language, the possibility and nature of personal immortality.

**Philosophy/Religious Studies 343. Asian Philosophy** A study of the major Confucian philosophers: Confucius, Mencius, and Hsun Tzu; of the Taoist masters Lao Tzu and Chuang Tzu; of the chief sources of Hindu philosophy—the Upanishads, the Bhagavadgita—and the three major Vedanta philosophies which grew out of them; and of Buddhist thought, in both the Theravada and Mahayana (including Zen) traditions.

**Philosophy 350. Symbolic Logic** A study of propositional and predicate calculi, including the logic of relations, identity, and definite description. Prerequisites: Philosophy 103 or consent of the instructor.

**Philosophy 351. Theories of Knowledge** A critical analysis of various kinds of knowledge claims—religious, aesthetic, and ethical as well as scientific and mathematical—and of various theories of meaning, truth, and verification.

**Philosophy 352. Philosophy of Science** A critical analysis of the general philosophical questions relevant to science including problems in the methodology and the structure of scientific knowledge as well as concerns about fundamental concepts such as space, time, and causality.

**IN ST 362. Psychotechnology and Human Values** (For course description, see listing under "Interdisciplinary Courses," p. 119.)

**Humanities 363. Philosophy and Religion in Literature** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**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 430. News as Ideology** Investigation of cultural world-views and professional values that structure news coverage in the United States. Emphasis on socio-economic relations and theories of knowledge from which these world-views and values emerge. Analysis of news coverage of contemporary and historical events, including representations of nonwestern cultures and of nondominant social groups in the United States. Prerequisite: Comm. 274 or Phil. 100 or Phil. 102, or permission of the instructor. This course will carry credit in either Philosophy or Communications.

**Philosophy 450. Advanced Symbolic Logic** A study of set theory, number, meta-logic, and various modal logics. Prerequisites: Philosophy 350 or its equivalent; or both Philosophy 103 and the consent of the instructor.

**Philosophy 477. Special Studies in Philosophy (1-5)** Topics to be offered will be announced prior to registration. May be repeated for different course content.

**Philosophy 478. Special Topics in Applied Ethics** Topics to be offered will be announced prior to registration. Such topics as medical ethics, business ethics, legal ethics and others will be covered on a periodic basis. May be repeated for different course content.

**Philosophy 489. Experiential Prior Learning (variable units)** Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office. May not be counted toward major or minor requirements.

**Philosophy/Religious Studies 490. Senior Seminar (6)** Consideration of the nature of philosophy and of religious studies and of various subjects relevant to them. Prerequisite: Senior standing.

**Philosophy 496. Internship in Applied Philosophy (1-5)** Supervised field experience in the community in applying specific philosophical skills in dealing with individuals and in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement, and academic requirements such as conferences, readings, and 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, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

**Philosophy 499. Individual Study (1-5)** Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of department chair.



## Religious Studies

The program in Religious Studies is designed to meet the interest of students who live in a pluralistic society and wish to study the role played by religions in human life and culture. The program includes courses of three general types: those which examine religious issues from a philosophical point of view; those which explore the history and literature of particular religions, for example, Christianity and Buddhism; and those which examine, from a social-scientific point of view, the nature and function of religion, for example, psychology and sociology of religion. The courses of all three types are analytical, critical, and sympathetic, but in no case dogmatic or sectarian.

### Requirements for the Major in Religious Studies

- A. A minimum of nine courses, including:
1. Religious Studies 110. Religion in Western Civilization
  - Religious Studies 111. Religion in Asian Cultures
  2. One course from *each* of the following groups:
    - Group A* History and Literature of Religion
    - Religious Studies 301. Hebrew Bible (Old Testament)
    - Religious Studies 302. New Testament
    - Religious Studies 345. India
    - Religious Studies 348. China and Japan
    - Humanities 378. History of Israel: Ancient
    - Group B* Social-Scientific Study of Religion
    - IN ST 311. Psychology of Religion
    - IN ST 313. Sociology of Religion
    - IN ST 319. Anthropology of Religion
    - Religious Studies 361. Mythology and Symbolism in Religion
    - Religious Studies 381. New Religious Movements
    - Group C* Philosophical and Religious Thought
    - Philosophy 302. History of Western Philosophy I
    - Philosophy 303. History of Western Philosophy II
    - Philosophy 304. History of Western Philosophy III
    - Philosophy 332. Ethical Theory
    - 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 an acceptable minor.

### Requirements for the Minor in Religious Studies

Four courses, totaling twenty units, at least fifteen of which must be upper division. Normally these courses will be in Philosophy/Religious Studies and will thus constitute automatically a coherent block of instruction.

### Religious Studies Courses

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

#### Lower Division

**Religious Studies 110. Religion in Western Civilization** A comparative study of the religions and cultures which have

shaped Western civilization. This course traces the development and interaction of religions and various aspects of Western civilization. Judaism, Christianity, and Islam and the role they have played in shaping the values and worldviews of Western civilization receive special attention. Some religions and cultures of the ancient near east, Greece, Rome, and ancient Europe may also be studied.

**Religious Studies 111. Religion in Asian Cultures** A comparative study of the religions and cultures of India, China, and Japan. The origins and development of selected religious traditions such as Hinduism, Buddhism, Taoism, Confucianism, and Shintoism are examined. The interaction between religion and various aspects of culture such as art, literature, politics, and economics is emphasized.

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

**Religious Studies 296/396. Human Corps Community Service I (variable units)** This course provides students a volunteer community service experience working with non-profit, governmental, educational or community-based service organizations. Offered on a credit, no-credit basis only.

#### Upper Division

**Religious Studies 301. Hebrew Bible (Old Testament)** A study of the religion of ancient Israel as it appears in her scripture, commonly known as the Old Testament. Several forms of Biblical literature are examined, such as poetic, narrative, prophetic, historical, legal, wisdom, and apocalyptic. Various scholarly methods of interpretation are examined.

**Religious Studies 302. New Testament** The history, literature, and religion of early Christianity considered against the background of the Greco-Roman world and culture. The gospels and epistles of the New Testament are analyzed and discussed.

**IN ST 311. Psychology of Religion** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**IN ST 313. Sociology of Religion** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**IN ST 319. Anthropology of Religion** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**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 Taoist masters Lao Tzu and Chuang Tzu; of the chief sources of Hindu philosophy—the Upanishads, the Bhagavadgita—and the three major Vedanta philosophies which grew out of them; and of Buddhist thought, in both the Theravada and Mahayana (including Zen) traditions.



**Religious Studies 345. India** A study of India's culture, especially her religious, mythical, and artistic expressions; the values and living patterns of her citizens; the historical events leading up to her independence from Great Britain and the social, economic, and spiritual effect of independence on her people.

**Religious Studies 348. China and Japan** A study of the cultures of China and Japan. Emphasis will be placed on their philosophical, religious, and artistic expressions, as well as on typical oriental attitudes towards family, community, and state. The overall objective of the course is to understand something of the Chinese and Japanese people as they perceive themselves today, both religiously and socially.

**Religious Studies 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. 119.)

**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. 119.)

**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. 119.)

**Religious Studies 477. Special Studies in Religion (1-5)** Topics to be offered will be announced prior to registration. May be repeated for different course content.

**Religious Studies 489. Experiential Prior Learning (variable units)** Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office. May not be counted toward major or minor requirements.

**Religious Studies/Philosophy 490. Senior Seminar (6)** Consideration of the nature of philosophy and of religious studies and of various subjects relevant to them. Prerequisite: Senior standing.

**Religious Studies 496. Internship in Applied Religious Studies (1-5)** Supervised field experience in applying religious studies skills in dealing with individuals and in community organizations and institutions. Career-oriented experience in community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, reports, and readings are arranged in consultation with the work supervisor and faculty supervisor. Prerequisites vary depending on the specific internship, but enrollment is limited to students with good academic records who are committed to understanding the religious elements present in professional life.

**Religious Studies 497. Cooperative Education** The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

**Religious Studies 499. Individual Study (1-5)** Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of department chair.



## Physics and Geology Department

(Sci II 273, 664-3027)

Chair: R. M. Negrini

Faculty: J. R. Coash, D. Detwiler, J. Gillespie,  
A. Greene, R. A. Horton, E. A. Laskowski,  
J. C. Manning (Emeritus), T. Meyer, S. W. Mitchell, J.  
Talamantes

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### 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 192 or equivalent.

**Physics 202. Basic Principles of Maxwellian Physics** Maxwellian electromagnetics; relationships to contemporary physics; field and laboratory investigations in electricity, electronics, magnetism, and heat. Includes two laboratory periods per week. Offered with non-calculus-based text. Prerequisite: Physics 201.

**Physics 203. Basic Principles of Contemporary Physics** Modern physics; principles of relativity, quantum phenomena, light, and the structure of matter. Observations and investigation related to atomic, nuclear, and molecular structure. Three hours lecture-discussion and two three-hour laboratories per week. Offered with non-calculus-based text. Prerequisite: Physics 202.

**Physics 211. Biomedical Instrumentation** Underlying theory of electricity, electronics, and optics utilized in current biomedical research and practice. Intended primarily to provide a theoretical basis for the understanding of the instrumentation used in biomedical laboratories. Three hours lecture-discussion and two three-hour laboratories per week.

**Physics 221. Classical Physics I (6)** Recommended for majors in the physical sciences, mathematics, and engineering. Vectors, kinematics, the laws of motion, work and energy, conservation of momentum, rotational kinematics and dynamics, oscillations and wave motion, sound, fluids. Five hours lecture/discussion, three hours laboratory. Prerequisite or corequisite: Math 201.

**Physics 222. Classical Physics II (6)** Temperature and heat, kinetic theory of gases, laws of thermodynamics. Electric charges and forces, the electric field and potential for stationary charges, capacitance. Electric currents and circuits, the magnetic field and forces, magnetic induction, Maxwell's equations in integral form. Five hours lecture/discussion, three hours laboratory. Prerequisite: Physics 221.

**Physics 223. Optics and Modern Physics (6)** Geometric and physical optics, relativity, black-body radiation, wave-

particle duality, atomic models, introduction to quantum theory, atomic structure, radioactivity and nuclear structure. Five hours lecture/discussion, three hours laboratory. Prerequisite: Physics 222.

**Physics 240. Analytic Mechanics, Statics I (3)** Fundamental principles of force systems acting on particles and rigid bodies in static equilibrium. Applications to structural and mechanical problems. Prerequisite: Physics 221 or permission of the instructor.

**Physics 241. Analytic Mechanics, Statics II (2)** Continuation of Physics 240. More advanced applications to two and three dimensional structural and mechanical problems. Prerequisite: Physics 240.

**Physics 244. Properties of Materials I (3)** Application of physical principles to materials, their basic structures and properties. Emphasis on mechanical and chemical properties. Prerequisites: Chemistry 211, Physics 221 or permission of the instructor.

**Physics 245. Properties of Materials II (2)** Continuation of Physics 244. Emphasis on physical and electrical properties. Prerequisites: Physics 222 and Physics 244, or permission of the instructor.

**Physics 277. 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, magnetism, reflection seismology, refraction seismology, plate tectonics and geophysical well logging. Emphasis will be placed on exploration geophysics particularly on reflection seismology. Students will collect and analyze gravity, magnetism and seismic data. Three hours of lecture-discussion and two three-hour laboratories per week. Prerequisite: Physics 222 or permission of the instructor.

**Physics 360. Energy and Technology** Energy in a technological society. Sources and resources of energy. Effects of energy on the environment. This course may not be used to satisfy physics major requirements. Prerequisites: Completion of General Education Goals IV and V.

**Physics 404. Quantum Mechanics** Schrodinger formulation and solution of quantum mechanical problems, including the harmonic oscillator, particle in a box, the hydrogen atom, etc. Application to atoms and molecules. Prerequisites: Math 302 or Math 204, and either Physics 302 or 311, or Chem 351.

**Physics 477. Special Topics in Physics (1–5)** Topics and prerequisites to be announced. Typical courses include astrophysics, advanced electronic systems, advanced mechanics, and statistical physics. May be repeated in different topics.

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

**Physics 496. Internship in Physics (1–5)** Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

**Physics 497. Cooperative Education (0–5)** The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

#### **Required Senior Courses**

**Physics 480. Research Participation (1–5)** Individual study, under supervision, in scientific investigation. (Experience

as a research assistant does not count for credit.) May include research in the areas of curriculum and materials development. May be repeated. Prerequisite: Consent of instructor.

**Physics 490. Senior Seminar** Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interest. Prerequisite: Major or minor in physics.

#### **Graduate Courses**

**Physics 577. Advanced Topics in Physics (1–5)** Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in physics.

**Physics 580. Advanced Research Participation (1–5)** Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.



## Geology

Geology is the study of this planet and our neighboring planets in space—their composition, processes, and history. The degree offered is the Bachelor of Science in Geology. The curriculum includes basic courses in geology and other cognate subjects and provides for independent research, field application, and interdepartmental programs, such as Environmental Studies, when desired.

The curriculum and courses offered in Geology stress the physical framework of the environment and its relationships to organisms and to man. The college is located in an excellent geologic area with easy access to deserts, several mountain ranges, oil fields, agricultural areas, and the Pacific Coast.

Graduates with the B.S. degree in Geology have excellent employment opportunities both locally and elsewhere as the result of increased petroleum and mineral exploration efforts throughout the world. Water resources, land use, and waste disposal management provide additional career opportunities for the professional geologist. The degree program also provides a strong foundation for secondary school science teaching or more advanced graduate work in geology.

### Requirements for the Major in Geology

The requirements for the Bachelor of Science degree in Geology are:

- A. All of the following ten courses:
  1. Geology 201, 303, 306, 307, 309, 310, or 325, 460 or 477, 480, 490, 495
  2. All of the following courses in one of the two options listed below:  
Geology 307, 320 (Environmental)
  3. Geology 305, 308 (Traditional).
- B. A minimum of seven courses (35 units) in cognate areas:
  1. Chemistry 211, 212, Mathematics 106, Physics 201, 202, or 221, 222
  2. The following three courses are required:  
Mathematics 201, 140 or 202 (Calculus II), Computer Science 140 or 212 (Intro. to PASCAL).

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 and Historical Geology** Introduction to the geologic processes affecting the solid earth, and its atmosphere, oceans, and lifeforms. Emphasis will be placed on our knowledge of the evolution of the earth based on the rock and fossil record. Field and laboratory exercises will include the investigation of physical processes and materials, and the interpretation of environments and ecological associations. Includes two laboratory periods per week. A field trip fee may be required. Consult the class schedule for specific details. (CAN Geol 2)

**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. 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 properties of minerals and mineral deposits. Laboratory and field projects. Corequisites: Chem 211 and Geology 201 or consent of the instructor. A field trip fee may be required. Consult the Class Schedule for specific details.

**Geology 305. 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 201 or 221. A field trip fee may be required. Consult the Class Schedule for specific details.

**Geology 308. Geomorphology** Origin of the topography of the continents, with emphasis on the recent evolution of the present land forms and the implications for man. Field and laboratory investigation and presentation. Prerequisite: Geology 201 or consent of instructor. A field trip fee may be required. Consult the Class Schedule for specific details.

**Geology 309. Concepts of Sedimentation and Stratigraphy** Topics include stratigraphic analysis, environmental reconstruction of stratigraphic sequences, and facies relationships and correlation. Also, the interpretation of modern and ancient sedimentary environments will be studied. Focus will lie on sedimentologic and stratigraphic field and laboratory techniques emphasizing the Cenozoic sediments of southern California. Prerequisite: Geology 201 and Geology 306. A field trip fee may be required. Consult the Class Schedule for specific details.

**Geology 310. 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 or Chemistry 320 or 351. Recommended: Math 202. A field trip fee may be required. Consult the Class Schedule for specific details.

**Geology 320. Hydrology** An introductory overview of the concepts of hydrology. Topics will include water budgets, mechanics of flow, well hydrology, basic chemistry and water quality, simple aquifer modeling. Prerequisites: Geology 201, knowledge of FORTRAN, BASIC, PASCAL or scientific programming on spreadsheets, Math 201 or permission of the instructor.

**Geology/Physics 325. Principles of Geophysics** Topics include earthquakes, gravity, magnetism, reflection seismology, refraction seismology, plate tectonics and geophysical well logging. Emphasis will be placed on exploration geophysics particularly on reflection seismology. Students will collect and analyze gravity, magnetism and seismic data. Prerequisite: Physics 202 or 222 or permission of the instructor. A field trip fee may be required. Consult the Class Schedule for specific details.

**Geology 330. Geology of the National Parks** Physical and historical geology of selected national parks and monuments, with emphasis on California. Development of an understanding of the potential use of scientific data and knowledge in making land use decisions. Laboratory emphasis on map and photo interpretation. Includes one laboratory period. Prerequisite: Geology 100 or 201 or equivalent, or consent of instructor.

(NOTE: This course does not count toward the major in geology. Geology majors wishing upper division General Education credit should take Geology 308, Geomorphology.)

**Geology 460. Petroleum Exploration** Origin, migration and entrapment of hydrocarbons. Exploration methods including sampling and wireline logs, core evaluation, formation testing,

seismic methods, log correlations, map construction and interpretations. Prerequisites: Geology 201, 309, and 307.

**Geology 470. Oil Field Development** Formation evaluation and testing, production methods, water drive, methods of enhanced oil recovery. Prerequisite: Geology 460 or permission of the instructor.

**Geology 477. Special Topics in Geology (1-5)** Topics and prerequisites to be announced. May be repeated for different topics. These will include from time to time such subjects as: geology of petroleum; oceanography; advanced environmental geology; soils geochemistry; hydrology; paleobiology; and paleoecology. Specific areas designated when offered, and prerequisites listed depending on the specific areas. 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 Student Standings, p. 95)

Persons seeking an MS in Geology must first apply to the Office of Admissions and Records for admission as unclassified graduate students. After admission to the university in the unclassified category, students are eligible to take graduate courses in geology, but without the assurance that their course work will count as credit towards the MS degree at CSB. After admission to the university in the unclassified category, students should apply to the Graduate Committee of the Department to be advanced to conditionally classified or classified status.

### Classified and Candidate Status

**Conditionally Classified Status.** Acceptance at a Conditionally Classified Standing indicates the space has been made available for the student within the program and that the student has met the minimum preparation requirements to commence the program as listed below.

- (A) An acceptable baccalaureate degree from an accredited institution.
- (B) An undergraduate GPA of at least 3.0 in the last 90 quarter (60 semester) units of course work; or Graduate School Examination scores of 1,000 or greater (verbal and quantitative); or a GPA of 3.0 or higher in all previous graduate course work (at least 20 quarter units); or an approved petition to the Graduate Committee of the Department waiving this requirement by proposing other evidence of adequate prior academic preparation.
- (C) Formal decision by the Department Graduate Committee to accept the student into the graduate program. The decision will be based on a formal application procedure which includes evaluation of GPA, Graduate Record Examination scores, letters of recommendation, and other materials which may be required by the Committee and/or offered by the student.
- (D) Acceptance into an academic advising relationship with a member of the faculty of the Department.
- (E) Conditionally Classified Status will be granted only if space is available for the student in the program. The faculty reserves the right to select those students which it deems most qualified for graduate work.

**Classified Status.** Acceptance as a Classified Student indicates that all prerequisite course work has been completed, that a formal Plan of Study has been developed, and that the student's progress in graduate level courses warrants continuation in the program. Specific requirements for Classified Status are listed below.

- (A) Completion of all requirements for Conditionally Classified Status.
- (B) Completion of 60 units in Geology; the last 40 units must be courses above the introductory level. Required courses (or their equivalents) are Geology 303

(Mineralogy), 304 (Sedimentation and Stratigraphy), 306 (Petrology), 307 (Structure) and S495 (Summer field course in Geology).

- (C) Completion of the following prerequisite courses in cognate areas: Chem. 211 (Principles of General Chemistry I), Chem. 212 (Principles of General Chemistry II), Physics 201 (Basic Principles of Newtonian Physics), Physics 202 (Basic Principles of Maxwellian Physics), Math 140 (Elementary Statistics) or Physics 203 (Basic Principles of Contemporary Physics), Math 201 (Calculus I), Math 202 (Calculus II), and Computer Science 140 (Computer Programming Using FORTRAN) or Computer Science 212 (Computer Programming Using Pascal).
- (D) Completion of at least 20 quarter units of courses applicable to the Master of Science Degree in Geology with a grade of "B—" or better, and graduate GPA of at least 3.0.
- (E) Satisfactory completion of the Graduate Record Examination (Advanced Test in Geology); and other examinations or course work which may be assigned by the Graduate Committee of the Department.
- (F) Formal acceptance of the student's Plan of Study by the Graduate Committee of the Department.

**Candidate Status.** Acceptance as a candidate indicates that the student has completed at least 30 quarter units within the approved Plan of Study and that there is a reasonable expectation that the student will complete all remaining requirements within one year. The specific requirements for Candidate Status are listed below.

- (A) Completion of all requirements for Classified Status.
- (B) Completion of at least 30 quarter units of courses applicable to the Master of Science Degree in Geology with a grade of "B—" or better, and a graduate GPA of at least 3.0.
- (C) Certification by the student's academic advisor that there is a reasonable expectation that the student will satisfactorily complete the approved Plan of Study within one year.
- (D) Approval of the student's Master's Thesis research topic by the Thesis Director, Thesis Committee, and Graduate Committee of the Department.
- (E) Certification by the student's Thesis Advisor that there is a reasonable expectation that the student will satisfactorily complete the Master's Thesis within one year.

Time limits have been set for completion of requirements at each level of status. Admission to Classified Status must be accomplished within two calendar years after acceptance as a Conditionally Classified Student. Admission to Candidate Status must be attained within four calendar years after acceptance as a Conditionally Classified Student. All requirements, and graduation, are to be completed within five calendar years after acceptance as a Conditionally Classified Student. The five-year time limit can be extended by petition to the Graduate Committee of the Department.

Completion of all requirements for the Master of Science in Geology required satisfactory completion of all courses in an approved Plan of Study and satisfactory completion of a thesis, including oral examination and any revisions required by the Thesis Committee or Departmental Graduate Committee, and maintaining a 3.0 GPA.

### Requirements for the 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 595. Advanced Field Course in Geology (1-6)** Advanced problems and methods in geological field studies and preparation of field reports. Prerequisites: Geology 303, 304, 305, 306, 307, 309, and 495. A field trip fee may be required. Consult the Class Schedule for specific details.

**Geology 604. Advanced Sedimentation and Sedimentary Petrology** Petrography, classification, and genesis of sedimentary rocks, with emphasis on textural analysis, depositional processes, paleoenvironmental interpretation, and diagenesis. Field and laboratory studies will focus on the Cenozoic sedimentary rocks of Southern California. Prerequisites: Geology 303, 304, 306, 309, and 310. A field trip fee may be required. Consult the Class Schedule for specific details.

**Geology 605. Advanced Micropaleontology** Advanced studies in the morphology, taxonomy, ecology, and paleoecology of microfossils, with emphasis on foraminifera, radiolaria, ostracods, and pollen. Field oriented laboratory projects will focus on biofacies analysis, stratigraphic sequences of microfauna, 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, including the geochemical cycle,

aquatic chemistry, mechanisms of authigenesis and diagenesis, clay mineralogy, environmental geochemistry, trace element geochemistry, and geochemical exploration methods. Laboratory work will focus on the theory and practice of methods of geochemical analysis, including the application of thin-sections, x-ray diffraction analysis, atomic absorption spectrometry and scanning electron microscopy in solving geochemical problems. Prerequisites: Chem. 213, Geology 303, 304, 306, and 310. A field trip fee may be required. Consult the Class Schedule for specific details.

**Geology 625. Advanced Geophysics** Application of advanced geophysical principles to petroleum exploration and solid earth geophysics. Topics to be studied are seismology, geomagnetism, gravity, and electromagnetic methods. Research projects including analysis of already existing geophysical data or acquisition of data with geophysical instruments will be encouraged. Prerequisite: Geology 325. A field trip fee may be required. Consult the Class Schedule for specific details.

**Geology 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: C. Kaye Bragg, Ray Geigle, Fred Lopez, III, Charles McCall, Thomas Watts

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

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

### Requirements for the Major

A student must demonstrate a familiarity with basic tools underlying modern social sciences including competency in statistics. Familiarity with computer programming and data processing is strongly recommended. Students must satisfactorily complete at least ten full courses in political science of which at least eight must be at the upper division level. Students must also complete cognate and/or political science laboratory courses and a senior paper. Course programs for majors in political science are developed in close consultation with a faculty advisor interested in the student's intellectual growth and development and in his/her eventual career plans. Required courses for the Bachelor of Arts in Political Science are:

- A. One introductory course in political science. Students meeting this requirement at CSUB should choose Political Science 101.
- B. Mathematics 140, Elementary Statistics, or Psychology 200, Introduction to Statistical Methods in Psychological Research.
- C. Political Science 300, Political Inquiry and Political Science 380 (2.0–5.0)
- D. IN ST 333, Political Philosophy.

- E. At least one course in international or comparative politics, chosen from among:
  - Political Science 302. American Foreign Policy
  - Political Science 304. International Politics
  - Political Science 305. Government and Politics of Europe
  - Political Science 306. Government and Politics of the Soviet Union
  - Behavioral Science 307. Developing Political Systems
  - Political Science 308. Government and Politics of China
  - Political Science 309. Government and Politics of Latin America
  - Political Science 322. Government and Politics of Japan
  - Political Science 323. Government and Politics of the Middle East
- F. At least one course in American politics, chosen from among:
  - Political Science 312. Political Parties and Elections
  - Political Science 314. Judicial Politics
  - Political Science 316. Congress
  - Political Science 317. The Presidency
  - Political Science 319. Comparative Politics of California
  - Political Science 320. Social Groups and Political Power in America
  - Political Science 321. Community Politics
  - IN ST 375. Administrative Processes in Government
- G. Four additional courses in political science, one of which may be lower division. Political Science 102 and lower division transfer courses in political theory, American politics, international relations, or comparative government satisfy this requirement. Activities courses, lower division internships, and other General Education courses, even those listed in Political Science, do not. Consult your advisor.
- J. Political Science 490, Senior Seminar in Political Science, including a senior paper that is either an empirical research paper or a philosophical inquiry reflecting the student's coursework or special interest in political science.
- K. The satisfactory completion of one of the three options listed below:
  1. A special minor (p. 72).
  2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
  3. An interdisciplinary concentration or minor in one of the especially developed areas (see "Interdisciplinary Concentrations and Minor," p. 119).

### 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



## Arts and Sciences—Political Science

graduate and vocational objectives in the field and those whose goals are the advancement of their understanding of this aspect of human activity.

Employment opportunities for international relations graduates exist in both national and international government, business, electronic and print journalism, teaching, and international service. Computer, analytical, and statistical skills developed in the concentration are particularly important in the vocational applications of international relations study.

Required courses for the concentration in International Relations are:

- A. Political Science 102 and one additional introductory course in political science. Students meeting this requirement at CSUB should choose Political Science 101. (Juniors or Seniors transferring in may petition for an appropriate substitute for PI Si 102-World Politics.)
- B. Mathematics 140, Elementary Statistics, or Psychology 200, Introduction to Statistical Methods in Psychological Research.
- C. Political Science 300, Political Inquiry.
- D. IN St 333: Political Philosophy.
- 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 two course in comparative government (one of which must be a non-Western\* political system), 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\*
  - Political Science 322. Government and Politics of Japan\*
  - Political Science 323. Government and Politics of the Middle East\*
- G. At least one course in international political economy, chosen from among:
  - Political Science 404. The Politics of International Commerce
  - Economics 440. International Economics
- H. One elective course from among the following:
  - Political Science 303. American Defense Policy
  - Political Science 377. Problems of International Security: Special Topics
  - Political Science 477. Global Diplomacy: Special Topics
- J. Political Science 490, Senior Seminar in Political Science, including a senior paper.
- K. The satisfactory completion of one of the three options listed below:
  1. A special minor, (p. 72).
  2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
  3. An interdisciplinary concentration or minor in one of the especially developed areas (see "Interdisciplinary Concentrations and Minor," p. 119).

### Requirements for the Major with a Concentration in Pre-Law

Political Science majors who wish to focus their studies on pre-law should satisfy the requirements listed below. This course of study is designed to facilitate the learning of basic concepts, theories, and methods of research that are

important to attorneys and to others whose work requires understanding of common and statutory law. Although it is a major that is taken by many undergraduates who intend to apply to law school, each student should realize that law schools admit the graduates of all majors so long as they have the requisite reasoning, analytical, and writing skills. Political science majors are often preferred not only because they may have such skills, but also because they are familiar with the institutional environment of our legal system. This concentration within Political Science attempts to provide the student not only with the analytical skills, but also of course, with substantive knowledge of our political and legal institutions.

Other careers pursued by pre-law graduates include law enforcement, political management, business, and teaching.

### Required courses for the concentration in Pre-Law are:

- A. One introductory course in political science. Students meeting this requirement at CSUB should choose Political Science 101.
- B. Mathematics 140, Elementary Statistics, or Psychology 200, Introduction to Statistical Methods in Psychological Research.
- C. Political Science 300, Political Inquiry and Political Science 380 (2.0–5.0).
- D. IN ST 333, Political Philosophy.
- E. At least one course in international or comparative politics, chosen from among:
  - Political Science 302. American Foreign Policy
  - Political Science 304. International Politics
  - Political Science 305. Government and Politics in 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
  - Political Science 322. Government and Politics of Japan
  - Political Science 323. Government and Politics of the Middle East
- F. At least one course in American 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 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. 72).



2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
3. An interdisciplinary concentration or minor in one of the especially developed areas (see "Interdisciplinary Concentrations and minors," p. 119).

The student's minor for the concentration must be approved by the Department's advisor for Pre-Law studies.

### American Institutions Requirement

Satisfaction of the American Institutions requirement (see p. 83) shall be met by no less than one course in United States History and one other course in United States and California government or by examinations administered respectively by the History and Political Science Departments. For courses in the Political Science Department which satisfy the United States and California Government portions of the American Institutions Requirement, see p. 83.

### Requirements for the Minor in Political Science

Four courses totaling 20 quarter units in Political Science—at least three of which must be upper division—with an average of "C" or better.

Courses which will be of special interest to students without substantial quantitative skills include Political Science 302, Political Science 306, Political Science 308, Political Science 312, Political Science 315, Political Science 317, Political Science 319, Behavioral Science 321, Political Science 322, Political Science 323, Political Science 328, IN ST 333, and Political Science 334. Other courses may be suitable depending on the instructor's announced objectives and approach.

### Teaching Credential—Single Subject

An approved list of courses in Political Science and related subjects has been certified by the Commission teacher credentialing as satisfying *subject-matter examination waiver* requirements for the State of California Single Subject Credential in Government. A different list of courses in Political Science and related subjects has also been certified as satisfying subject-matter examination waiver requirements in Social Science. The approved list of courses is composed of 90 units in the social sciences which have been approved for completing the Social Sciences Waiver Program. This list is available from the department chair. In addition to the subject-matter requirements, the student must be admitted to the Single Subject Credential Program in the School of Education.

### Courses

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

#### Lower Division Courses

#### Political Science 101. American Government and Politics

An examination of the ways in which those who practice political science view the American political system. Students can expect to gain a basis for systematic, informed thinking about the processes by which Americans govern each other and govern themselves, the manner in which those processes affect the policies we adopt in response to issues, and the way in which issues influence changes in the decision-making processes. (CAN GOVT 2)

**Political Science 102. World Politics** An examination of western political, economic, religious, social, and cultural traditions from the seventeenth century to the present. Students will

study the emergence of the modern nation state system, the origins of international law and organization, the origins of socialist revolution, and the impact of technology on society in the 20th century. The course concludes by focusing on world problems such as the threat of nuclear war, environmental pollution, global inequality, and the international debt crisis.

#### Political Science 208. The Politics of Change in Asian Societies

An examination of the economic, social, and geographical factors of political cultures in two Asian nations. The focus of the course is on a comparative study of change in the two societies, particularly on the interaction of cultures and politics in the processes of modernization.

#### Political Science 218. Politics in the Novel and Film

An analyses of the form, content, and effect of various sorts of political novels and films, paying special attention to the emergence and success of various sorts of political expression at different points in American political experience. Students can expect to gain an acquaintance with the conventions of novels and films, a basis for systematic, informed criticism of such works, and some understanding of the nature of political life.

#### Political Science 240.800. 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-playing as well as through lectures and discussion. Topics will change but might include the Middle East Crisis, the U.S. Congress, the U.N. Security Council, etc. Offered on a credit, no-credit basis only.

#### Political Science 277. Contemporary Political Topics (1-5)

An examination of selected contemporary political problems. Subjects vary from term to term but might include such topics as the politics of Black America, the politics of student protest, the politics of ecology, etc. Prerequisite: One course in 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 of Europe** An examination of institutions and processes of government in political communities within Europe. Emphasis on the study of the historical and contemporary developments which influence authority and power both within and between nations on the European continent.

**Political Science 306. Government and Politics of 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. 119.)

**Political Science 308. Government and Politics of China** An examination of institutions and processes of government in China. Emphasis on the ideas of Marx, Lenin, and Mao, the Chinese political culture, the party, the military, communalization, and the cultural revolution as determinants of contemporary politics and policy change in China.

**Political Science 309. Government and Politics of Latin America** The comparative analysis of selected nations in Latin America, including Mexico, Argentina, and Brazil, Chile, and Peru. An examination of the origins of revolution and counter-revolution in Central America. Emphasis is on social and economic structures as determinants of contemporary politics and policy change in Latin American society. Problems of development and underdevelopment are also examined.

**IN ST 310. Criminal Law** (For course description, see listing under "Interdisciplinary Courses," p. 119.)

**Behavioral Science 311. Small Group Dynamics** (For course description, see listing under "Interdisciplinary Courses," p. 119.)

**Political Science 312. Political Parties and Elections** An examination of the organization and activities of American political parties and of our electoral system. Students can expect to gain acquaintance with several critical perspectives toward these processes as they relate to the popular control of government as well as an opportunity to systematically develop their own perspective regarding that topic. Prerequisite: Upper division standing or permission of the instructor.

**Political Science 313. Electoral Behavior** An analysis of the political, social, and psychological factors which promote or inhibit individual participation in electoral activity. Emphasis on the dynamics involved in individual voter choice, campaigning, party identification, and actively seeking elective office. Students can expect to engage in systematic research on a selected aspect of electoral behavior. Prerequisites: Upper division standing and Political Science 300–380 or equivalent, or consent of instructor.

**Political Science 314. Judicial Power and the Constitution** An examination of the judicial role in American constitutional adjudication, both historical and contemporary. Investigation of constitutional provisions, political party philosophies, legal career patterns, and other factors that shape judicial responses. Prerequisite: One course in political science or consent of instructor.

**Political Science 315. Civil Liberties** An examination of the principles, reasoning, and politics of private and individual rights in the U.S. Investigations of current controversies. Prerequisite: One course in political science or consent of instructor.

**Political Science 316. Congress** An examination of Congressional decision making and the factors which shape legislative policies. Students can expect to engage in systematic research into selected aspects of legislative behavior. Prerequisite: One course in political science or consent of instructor.

**Political Science 317. The Presidency** An examination of the office and its occupants, with emphasis on the administrations since Franklin Roosevelt. The course includes investigations of constitutional and administrative powers, presidential leadership of Congress, other elites, and public opinion, and the personality responses of the Presidents to the dilemmas they encounter.

**Political Science 319. Comparative Politics of California** Examination of the issues, institutions, and processes affecting public policy decisions in California. Policies in other states are examined to aid understanding of California politics. Topics include the political culture of the states, the process of change, policy agendas and budgeting, and the current status of states within the federal system.

**Political Science 320. Social Groups and Political Power in America** An examination of the ways in which non-governmental groups influence the formation, direction, execution and change in public policy in America. Emphasis on factors which contribute to such influences. Students can expect to pursue a research project on a selected topic. Prerequisite: Political Science 300.

**Behavioral Science 321. Community Politics** (For course description, see listing under "Interdisciplinary Courses," p. 119.)

**Political Science 322. Government and Politics of Japan** An examination of the institutions and processes of government in Japan. The period covered will include the final years of the Tokugawa Government, the Meiji Restoration, the war years, and contemporary democracy. Special attention will be given to the Japanese political economy and will include an examination of the role of government in sponsoring and supporting private industry.

**Political Science 323. Government and Politics of the Middle East** An examination of contemporary conflicts and policies among nations in the Middle East. Emphasis on religion, nationalism, political sovereignty, and economic modernization affecting regional relations. The role of the United States will also be discussed.

**Political Science 328. Public Opinion, Propaganda, and Media Politics.** An examination of the psychological processes involved in the formation and change of public opinion. Attention focused on the role of propaganda in attitude acquisition and change. Several examples of political propaganda and mass appeals will be examined. Prerequisite: Upper division standing.

**Behavioral Science 330. Political Psychology** (For course description, see listing under "Interdisciplinary Courses," p. 119.)



**Behavioral Science 331. Political Sociology** (For course description, see listing under "Interdisciplinary Courses," p. 119.)

**IN ST 333. Political Philosophy and Thought** (For course description, see listing under "Interdisciplinary Courses," p. 119.)

**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. 119.)

**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. 119.)

**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".)

**Political Science 404. Politics of International Commerce** An examination of the international political economy focusing on patterns of trade and trade agreements, international banking, currency exchange, problems of international lending and debt management, and multinational approaches to economic development. The activities of governments, multi-national corporations, and international political organizations will be emphasized as well as international agreements and protocols of the post-WWII period.

**Behavioral Science 471. Colonialism and Culture Change** (For course description, see listing under "Interdisciplinary Courses," p. 119.)

**Political Science 477. Selected Topics in Political Science (1-5)** Current concerns challenging the discipline's theories and methods. Topics include governmental regulation of inno-

vation in medical treatment, ethics in the intelligence community, the impact of development on ideology, politics and mass media, etc. Offered periodically to respond to student and faculty interests. Prerequisite: Upper division standing. May be repeated for different course content.

**Political Science 480. Directed Research Seminar in Political Science** Student conducts and writes up an individual study under faculty supervision. Prerequisite: Political Science 300 and consent of instructor.

**Political Science 481. Directed Research in Political Science (1-5)** Student conducts and writes up a research project under faculty supervision. Prerequisite: Political Science 490 and consent of instructor. Offered on a credit, no-credit basis only.

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

**Political Science 490. Senior Seminar (6)** Consideration of nature of the discipline. Integration of materials from other courses. Relation of political science to other fields of study. Student completes senior paper that is either an empirical research paper or a philosophical inquiry reflecting the students coursework or special interest in political science. Senior major or consent of instructor.

**Political Science 496. Internship in the Political Process (1-5)** Students are assigned to either public or private agencies involved in the public choice process. Supervision of internship is shared by agency director and the course instructor. Assigned readings and projects where appropriate. Prerequisite: Permission of instructor. Up to five units may be applied to elective requirements in the major. With departmental approval, additional units (up to a total of ten) may be used if the internship experience generating the additional units is in a different institutional setting or involves a significantly greater responsibility on the intern's part.

**Political Science 497. Cooperative Education** The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. (See statement on credit under Pol. Sci. 496, above)

**Political Science 499. Individual Study (1-5)** Consent of department.

### **Graduate Courses**

**Behavioral Science 500. Quantitative Methods in the Behavioral Sciences** (For course description, see listing under "Interdisciplinary Courses," p. 119.)

**Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences** (For course description, see listing under "Interdisciplinary Courses," p. 119.)

**Political Science 533. Seminar in Political Philosophy** Investigations, analyses, and seminar presentations focusing on



## ***Arts and Sciences—Political Science***

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interrelated questions of normative and empirical relevance in government and politics. Topics might include ethics and political leadership, justice and legal reform, and issues of national self-interest, war, and peace.

**Political Science 550. Seminar in Political Behavior** Investigations, data analyses, and seminar presentations in topics of political behavior. Topics might include the role of interest groups in political processes, political socialization, and the rise and decline of political institutions nationally and internationally.

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

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





## Psychology Department

(DDH D107, 664-2363)

Chair: M. J. Allen

Faculty: D. C. Cohen, K. E. Dietiker, K. L. Hartlep,  
T. K. Ishida, R. C. Noel, C. D. Raupp, B. M. Rienzi,  
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 (45 units):
  1. Two core courses (10 units):
    - a. Psychology 300. Introduction to Research and Methodology in Psychology
    - b. Psychology 490. Senior Seminar or Psychology 491 Senior Thesis
  2. Minimum of one foundation course from the following (5 units):
    - Psychology 301. Principles of Learning
    - Psychology 302. 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.72).
  2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
  3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," p. 119).

### Requirements for a Minor in Psychology

#### General Psychology Minor

The minor in general psychology allows for an individually-designed study of the discipline of Psychology. The minor consists of four courses (20 quarter units) in Psychology, of which at least 15 quarter units must be upper division.

#### Biopsychology Minor

This minor emphasizes the role of biological mechanisms in normal and disordered psychological functioning, including brain mechanisms of learning, memory, perception, emotion, motivation, and the psychobiological approach to illness, wellness, and consciousness and its alterations. The Biopsychology minor consists of 20 quarter units: Psychology 303 (Biological Psychology) and these three courses (15 quarter units):

Psychology 302 Sensation and Perception  
Interdisciplinary Studies 362 Psychotechnology and Human Values  
Psychology 403 Health Psychophysiology

With the written approval of the chair of the Department of Psychology, students may substitute one lower division biopsychology course (up to 5 quarter units), upper division transfer biopsychology courses, special topic courses with a biopsychology focus, and up to 5 quarter units of individually arranged coursework (Psychology 481, Psychology 499) in the area of biopsychology.

#### Child Psychology Minor

This minor describes the child at each stage of development and the forces that affect the process of development from a psychological perspective, including what might be done to maximize the child's chance for optimal development. The Child Psychology minor consists of 20 quarter units: Psychology 310 (Child Psychology) and three other courses (15 quarter units) selected from:

Psychology 320 Adult-Child Relationships  
Psychology 410 Theories of Development  
Psychology 411 Cognitive and Perceptual Development  
Psychology 412 Personality and Social Development  
Psychology 413 Language Development  
Psychology 415 Developmental Psychopathology

With the written approval of the chair of the Department of Psychology, students may substitute one lower division child



## Arts and Sciences—Psychology

psychology course (up to 5 quarter units), upper division transfer child psychology courses, and special topics courses with a child psychology focus.

### Mental Health Psychology Minor

This minor focuses on human functioning from a mental health perspective and allows students to examine normal and abnormal behavior and the treatment and measurement of human personality and behavior. The Mental Health Psychology minor consists of 20 quarter units: Psychology 315 (Abnormal Psychology) and three other courses (15 quarter units) selected from:

Psychology 316	Personality
Psychology 321	Introduction to Clinical Skills
Psychology 325	Theories of Psychotherapy and Behavior Change
Psychology 415	Developmental Psychopathology
Psychology 429	Tests and Measurements

With the written approval of the chair of the Department of Psychology, students may substitute one lower division mental health psychology course (up to 5 quarter units), upper division mental health psychology transfer courses, or special topic courses with a mental health psychology focus.

### Teaching Credential—Single Subject

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 two areas:

1. Clinical psychology, primarily for students interested in graduate level preparation for a doctoral clinical program or for the psychological assistant registration.
2. Marriage, family, and child counseling, designed to meet the requirements of Section 4980.37 of the Business and Professions Code which specifies **academic** preparation required for the California license in Marriage, Family, and Child Counseling, issued by the Board of Behavioral Science Examiners. (Note: Substantial post-master's supervised hours of experience and the State licensing exam are also required before licensure.)

There is a 40-unit common core with the remaining 50 units involving requirements unique to each option.

### Admission to the Program

A student seeking admission to the Master of Science in Psychology program should first secure program application materials from the Department of Psychology. The student must specify the option for which admission is being sought. Application for the Master of Science program will be processed by the 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.

The CSUB course numbers are provided for reference; the Department of Psychology will determine whether courses taken elsewhere are equivalent to the specified courses. Students may complete these prerequisite courses within the Department while enrolled in graduate courses for which they are eligible, although progress toward the degree will be slower. A maximum of 25 units can be taken as counting toward the M.S. program before admission to the program, which will be considered only upon satisfactory completion of all the prerequisite courses.

2. Maintain a GPA of 3.0 or higher in the final two years (90 quarter units or 60 semester units) of undergraduate course work; OR maintain a GPA of 3.0 or higher in all prior M.S. course work at CSB (at least 20 quarter units).
3. Have on file the scores for the General Test portion of the Graduate Record Examination (GRE). Students receiving scores of 1000 or higher (Verbal + Quantitative) will be given preference for admission to the program.
4. Submit three letters of recommendation attesting to the student's suitability and preparation for a 90-unit masters program emphasizing academic knowledge and skills appropriate to the option of the M.S. program for which admission is being sought.

The faculty of the Department of Psychology reserve the right to admit those applicants they deem most qualified for each option. In making their decision, the faculty may also take into consideration the applicant's previous training in psychology, relevant work experience, and special skills and knowledge.

Formal admission to the program is at the *conditionally classified* level. Students will be considered for advancement to *classified* level during the term in which at least 35 units of the common core will be completed. To be advanced to *classified* level, the student must meet the following requirements:

1. Be in Good Standing within the M.S. program (see Graduation Requirements below).
2. Receive approval of the Plan of Study (see Academic Advising below).



3. Receive satisfactory evaluations on clinical skills and professional responsibility from the faculty; these judgments will include behaviors observed in the classroom as well as during clinical observations.
4. Fulfill the graduate writing competency requirement.

Advancement to *classified* level is required prior to enrollment in Psychology 670 or Psychology 695. Normally, the student will be considered for advancement to *candidate* level in the quarter in which graduation is anticipated. The minimum requirements for advancement to *candidate* level are:

1. Be in Good Standing within the M.S. program (see Graduation Requirements below).
2. Declare formally that the approved Plan of Study will be completed (see Academic Advising below).
3. Receive satisfactory evaluations on clinical skills and professional responsibility from the faculty; these judgments will include behaviors observed in the classroom as well as during clinical observations.

The student should consult departmental notices concerning any additional criteria to be satisfied for advancement to *classified* and *candidate* levels, as well as for the various periodic evaluations during the program. There is a five-year time limit for completion of all coursework in the program, which can be extended only by special petition approved by the faculty of the Department. All requirements for the degree must be completed within a seven year period which includes the awarding of the degree.

### **Degree Program**

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)
  - Education-Counseling 520. Professional Ethics (2)
  - Psychology 592. Diagnostic and Statistical Manual (1)
  - Psychology 593. Diagnostic Interviewing (1)
2. Introduction to Psychological Assessment (8 units)
  - Psychology 530. Psychological Assessment of Intellectual Functioning and Interests (4)
  - Psychology 531. Psychological Assessment of Personality and Interpersonal Behavior (4)
3. Introduction to Psychological Intervention (5 units)
  - Psychology 550. Introduction to Psychological Intervention

The *Clinical Psychology* option of the Master of Science program requires the following:

1. Common Core (40 units, as specified above)
2. Additional Foundation (9 units)
  - Psychology 503. Human Neuropsychology (4)
  - Behavioral Science 512. Advanced Social Psychology (5)

3. Advanced Psychological Assessment (11 units)
  - Psychology 630. 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 (16 units).

The *Marriage, Family, and Child Counseling* (MFCC) option of the Master of Science program requires the following:

1. Common Core (40 units, as specified above)
2. Marriage, Family, and Child Counseling (17 units)
  - Education-Counseling 605. Theories of Counseling (4)
  - Education-Counseling 610. Theories of Family Counseling (5)
  - Education-Counseling 615. Techniques of Family Counseling (3)
  - Psychology 650. Advanced Psychological Intervention
3. Human Sexuality (4 units)
  - Psychology 540. Human Sexuality
4. Cross-Cultural Values and Mores (4 units)
  - Education-Counseling 505. Cross-Cultural Counseling
5. Legal Issues in Marriage, Family, and Child Counseling (2 units)
  - Education-Counseling 526. Legal and Professional Issues: Clinical Counseling
6. Special Clinical Issues (3 units)
  - Education-Counseling 601. Chemical Dependency (2)
  - Education-Counseling 602. Abuse and Battering (1)
7. Traineeship Practicum (10 units)
  - Psychology 670. Traineeship Practicum
8. Comprehensive Examination (5 units)
  - Psychology 696. Comprehensive Examination in Psychology
9. Electives (5 units)

### **Academic Advising**

An academic advisor will be assigned to the student upon admission to the M. S. program. The academic advisor and the student develop a Plan of Study appropriate to the option to which the student has been admitted and submit it to the Department faculty for approval before advancement to *classified* level. The Plan of Study consists of the following:

1. List of all courses and number of units for each course which have been or will be taken to complete the option selected. The grade for each course completed will also be listed.
2. Indication of plans to satisfy all other criteria set by the Department for the student.
3. Indication of the student's anticipated date of completion of the program.

NOTE: The psychology faculty reserves the right to substitute courses for specific requirements as they deem necessary for programmatic considerations.

### **Graduation Requirements**

1. To graduate with the M. S. degree, a student must meet the following requirements:
  - a. Complete the 90-unit program in accord with the approved Plan of Study and the standards specified



- herein. Students may take up to 24 units of work graded on a non-optional CR/NC basis.
- b. Receive an overall GPA of 3.0 or higher for the entire 90-unit program.
  - c. Be in Good Standing within the M. S. Program.
2. To be in Good Standing, a student must meet the following requirements:
- a. Maintain the following levels of scholastic achievement at the end of *each* term of enrollment:
    - 1) A cumulative GPA of 3.0 or higher in *all* courses counting toward the M. S. program.
    - 2) A cumulative GPA of 3.0 or higher in *all required* courses specific to the option selected.
  - b. Receive satisfactory evaluations in clinical skills and professional responsibility from *both* the faculty and applicable traineeship supervisors at specified times in the program.
3. Students *not* in Good Standing must formally petition the M. S. Program Committee and receive written approval of their petition prior to enrolling in required courses specific to the option selected. The M. S. Program Committee will evaluate the student's academic record, any extenuating circumstances bearing on the case which the student has made known to the Committee, *and* the faculty's professional judgment regarding the student's potential for succeeding in the M. S. program.
4. No more than two (2) courses, regardless of number of units, with grades of "C+" (2.3) or "C" (2.0) may be counted toward the M. S. degree.
5. *No course* receiving a grade lower than "C" (2.0) shall be counted toward the M. S. degree.

### Courses

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

### Lower Division

**Psychology 100. Explorations in Psychology** While exploring the person as a conscious, behaving, social organism, students examine the theories, evidence, and scientific methods of psychology and the implications of this science of psychology for understanding the individual within society. (CAN Psy 2)

**Psychology 200. Introduction to Statistical Methods in Psychological Research** The use of basic statistical methods in designing and analyzing psychological experiments. Topics covered include basic descriptive statistics, the normal curve, correlation, regression, and commonly used parametric and nonparametric inferential statistical techniques. Prerequisite: Pass ELM \* and two years of high school algebra or equivalent. (Credit cannot be earned for both Psychology 200 and Mathematics 140.)

**Psychology 277. 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-baccalaureate students. Interested students should contact the department office.

\* Exemption from ELM only by other test scores (such as SAT) or by certification of completion of general education requirement. (See p. 52 for explanation of ELM.)

**Psychology 290. Psychology as a Profession (1)** Introduction to the profession of psychology with a particular emphasis on careers within the field of psychology. Intended for majors. Offered on a credit, no-credit basis only.

**Psychology 299. Individual Study (1-5)** Exploration of a specific topic, primarily through directed reading and discussion meetings with the faculty sponsor. Prerequisite: Consent of instructor, who will serve as sponsor, and approval by chair of the department. Offered on a credit, no-credit basis only.

### Upper Division

**Psychology 300. Research Methods in Psychology** Assumptions and methods of scientific research as applied to psychology. Coverage of major research designs and the collection, analysis, and interpretation of data. Consideration of ethical issues and responsibilities in human and animal research. Lecture, discussion, and laboratory. Prerequisites: Psychology 100 and Psychology 200 (or equivalents).

**Psychology 301. Principles of Learning** The behavioral approach to psychology with emphasis on principles and applications to humans. Lecture, discussion, and laboratory. Prerequisite: Psychology 300 (or research methods in another science and permission of instructor).

**Psychology 302. Sensation and Perception** Analysis of the processes by which humans obtain information about the world, including disorders in these processes. Emphasis on the biological basis of perceptual phenomena, including sense organs and brain mechanisms. Lecture, discussion, and laboratory. Prerequisite: Psychology 300 (or research methods in another science and permission of instructor).

**Psychology 303. Biological Psychology** The biological basis of human emotion, motivation, learning, memory, perception, and consciousness, including some coverage of disorders. Lectures, discussion, and laboratory. Prerequisite: Psychology 300 (or research methods in another science and permission of instructor).

**Psychology 309. Human Learning and Cognition** The analysis of the processes involved in the acquisition of knowledge and skills, with particular emphasis on the influences of cognitive styles, motivation, attention, previous experiences, and environmental factors. Prerequisite: One course in psychology or permission of instructor.

**Psychology 310. Child Psychology** Problems, theories, methods, results in the study of the psychological development of the individual from birth to adolescence, with major focus on the period of early childhood. Lectures, discussions, and special investigations. Prerequisite: One course in psychology or permission of instructor.

**Behavioral Science 311. Small Group Dynamics** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**IN ST 311. Psychology of Religion** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Behavioral Science 312. Social Psychology** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Psychology 315. Abnormal Psychology** Principal theories concerning abnormal behavior, from psychiatry, psychology, sociology, and other disciplines. Research methods and findings. Implications for treatment and prevention. Lectures and discussion. Prerequisite: One course in psychology or permission of instructor.



**Psychology 316. Personality** Principal theories and approaches for understanding the person. Development of structures and dynamics in relation to adult functioning, psychopathology, and behavior change. Lectures and discussions. Prerequisite: One course in psychology or permission of instructor.

**Behavioral Science 317. Adult Socialization** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Behavioral Science 318. Culture and Personality** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**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. 119.)

**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. 119.)

**IN ST 362. Psychotechnology and Human Values** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**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. 119.)

**Psychology 396. Human Corps (1)** One unit of credit for 30 or more hours of volunteer community service experience working directly with people in a psychology-related non-profit, governmental, or community-based organization, including educational institutions. Open to students with appropriate psychology background for the particular placement. The student may suggest a suitable placement or request an assignment from the Psychology Faculty Coordinator. A journal, a brief reflective paper, and occasional meetings with a faculty sponsor are required. Only one unit of Human Corps credit may be earned per term, and no more than 12 units of all Human Corps credit may be applied toward the baccalaureate degree. Offered on a credit, no-credit basis only.

**Behavioral Science 400. Data Processing in the Behavioral Sciences** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Behavioral Science 401. Evaluation Research** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**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** Principles of psychological measurement, including reliability, validity, and test construction. Survey of major measures of ability, performance, and personality. Ethical issues in the use of psychological tests. Prerequisite: Psychology 200 (or equivalent).

**Psychology 432. Industrial and Organizational Psychology** Examination of theories and research related to performance in contemporary work organizations. Topics include personnel selection and placement, training program development and evaluation, supervisor/manager development, and human factors. Emphasis will be upon the personal and interpersonal processes that affect the various behavioral and motivational aspects of performance in the work organization. Lectures, discussion, case studies, and simulation exercises. Prerequisite: At least one upper-division course in psychology or Management 300, or permission of instructor.

**Psychology 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-baccalaureate students. Interested students should contact the department office.

**Psychology 490. Senior Seminar** Consideration of enduring issues facing the discipline. Critical examination and evaluation of evidence and of the inferences drawn from such evidence. Integration of information from other courses. Prerequisites: Senior standing, Psychology 300, and three other upper-division psychology courses.

**Psychology 491. Senior Thesis** Student prepares a formal research report and makes an oral presentation summarizing an empirical investigation conducted under faculty supervision. Offered on a credit, no-credit basis only. Prerequisites: Senior standing, Psychology 300, Psychology 481, consent of faculty sponsor, and approval by the chair of Department of Psychology.

**Psychology 496. Fieldwork in Human Services Psychology** Supervised field experiences in community agencies concerned with the promotion of human well-being through the application of psychological knowledge in the treatment and prevention of psychological and physical disorders. Academic and placement requirements, such as hours, conferences, reading, and reports are arranged in consultation with the placement supervisor and the faculty sponsor. Offered on a credit, no-credit basis only. Specific prerequisites will vary depending on placement sites, but all students must have consent of the faculty sponsor and the placement supervisor and have approval by the chair of the Department of Psychology.

**Psychology 497. Cooperative Education** Sponsored learning in a work setting, integrated with academic learning. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

**Psychology 498. Directed Study in the Instruction of Psychology (1–5)** Theory and method in undergraduate instruction in psychology. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, proctoring self-paced instructional units, course development, discussion group leadership, and in-depth directed readings of relevant topics. Offered on a credit, no-credit basis only. Prerequisite: Consent of instructor who will serve as sponsor and approval by chair of Department of Psychology.

**Psychology 499. Individual Study (1–5)** Exploration of a specific topic, primarily through directed reading and discussion meetings with the faculty sponsor. Prerequisite: Consent of instructor who will serve as sponsor and approval by chair of Department of Psychology. Offered on a credit, no-credit basis only.

#### **Graduate Courses**

Some 500-level courses and all 600-level courses are *not* available for undergraduate credit.

**Behavioral Science 500. Quantitative Methods in the Behavioral Sciences** An examination of the major techniques used for quantitative analysis in contemporary behavioral science, including basic tests of significance, measures of association, bivariate and multiple regression, factor analysis, analysis of variance, nonparametric statistics, and computer techniques of data compilation and analysis. Prerequisite: A college-level course in statistics. Carries credit in Anthropology, Economics, Political Science, Psychology, or Sociology.

**Psychology 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 develop-



ment, 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. 119.)

**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 530. Psychological Assessment of Intellectual Functioning and Interests (4)** Introduction to the theories and applications of selected psychological tests to measure achievement, aptitude, ability, and interest. Special attention to the clinical process of planning and integrating assessment batteries. Includes consideration of the impact of cross-cultural variables on assessment. *Not available for undergraduate credit.* Prerequisite: Psychology 429, waived for M.S. in Counseling students who have completed ED-RS 680.001 and passed the Measurement Principles Challenge Exam.

**Psychology 531. Psychological Assessment of Personality and Interpersonal Behavior (4)** Introduction to the theories and applications of selected objective and projective psychological tests used to measure personality and interpersonal behavior. Special attention to the clinical process of planning and integrating objective assessment batteries. Includes consideration of the impact of cross-cultural variables on assessment. *Not available for undergraduate credit.* Prerequisite: Psychology 429, waived for M.S. in Counseling students who have completed ED-RS 680.001 and passed the Measurement Principles Challenge Exam.

**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.*

**Psychology 550. Introduction to of Psychological Intervention** Introduction to communication processes fundamental to the development of psychotherapeutic intervention strategies. Includes interviewing skills, formation of a helping relationship, basic interpersonal communication skills, and ethical issues that emerge in psychological intervention. Consideration of the significance of gender and ethnic differences and life transitions on the clinical process of psychological intervention. Experiential laboratory involving dyadic and group processes. *Not available for undergraduate credit.* Prerequisites: Psychology 315 and 316.

**Psychology 560. Seminar in Community Psychology** Objectives, principles, and methods underlying the development, implementation, and evaluation of community-based psychological interventions. Special attention given to the impact of culture, age, gender, and socio-economic factors on the need for and character of such interventions. Emphasis will be on how the community mental health approach differs from the more traditional models. Discussion, presentations, and projects. Prerequisite: Consent of instructor.

**Psychology 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. *Not available for undergraduate credit.* Prerequisite: Psychology 315.

**Psychology 593. Diagnostic Interviewing (1)** Techniques of intake interviewing and determining mental status to formulate a differential diagnosis, based upon the framework of the Diagnostic and Statistical Manual (DSM). Prerequisite: Psychology 592.

**Psychology 602. Seminar in Organizational Psychology** Examination and application of theories and concepts pertaining to the behavior of individuals in contemporary work organizations. Deals with those factors which affect the ability of individuals in contemporary work organizations. Deals with those factors which affect the ability of individuals and groups of individuals to work effectively within the structure and climate of complex organizations. Topics deal with issues associated with individual values, beliefs, attitudes, and expectations as they affect the management processes, including leadership, decision-making, and communication. Prerequisites: At least one upper-division course in psychology and Management 300 or permission of instructor.

**Psychology 630. Assessment of Intellectual Functioning (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.



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**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.

**Psychology 650. Advanced Psychological Intervention** In-depth examination of one or more contemporary intervention approaches based upon specific theoretical framework(s). Consideration of how each approach is used in clinical and marriage, family, and child counseling applications. May be repeated for different approaches. Prerequisites: Psychology 515, 516, and 550.

**Psychology 670. MFCC Traineeship Practicum (5)** Supervised experience as an MFCC trainee under a licensed professional in a mental health setting and weekly seminars on campus with other trainees. Repeated for 10 units over two consecutive terms. Offered on a credit, no-credit basis only. Prerequisite: Classified standing in M.S. program and departmental approval for traineeship.

**Psychology 680. Directed Graduate Research Seminar in Psychology** Elaboration of principles of research design. Student conducts and writes up an individual or group study under faculty supervision. Prerequisite: Psychology 300 and consent of instructor.

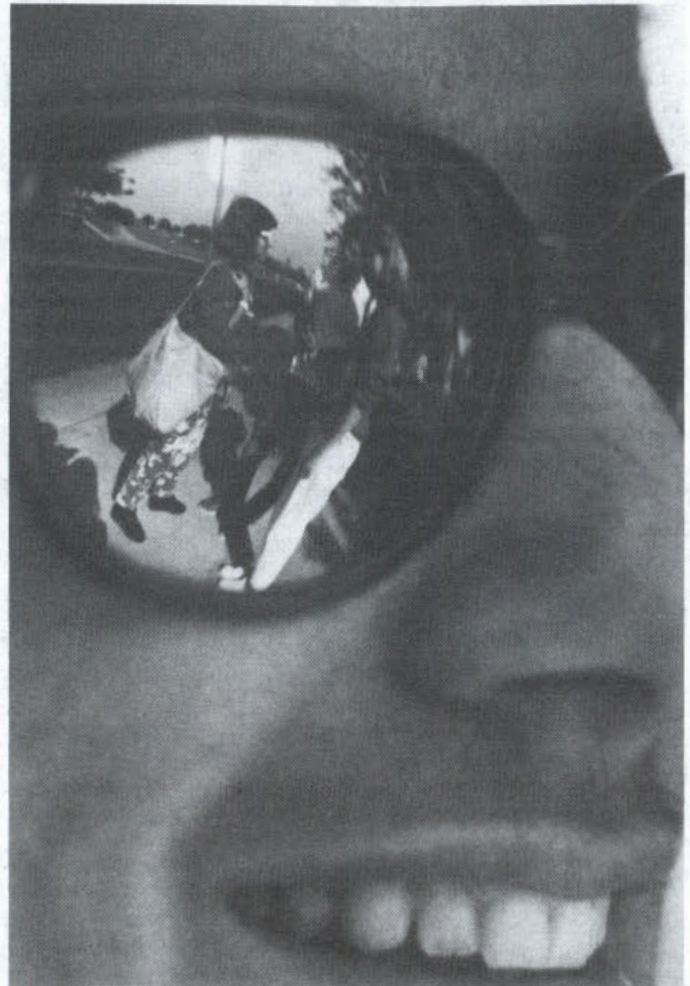
**Psychology 681. Directed Graduate Research in Psychology (1–5)** Student designs and conducts a research project and writes a final report under faculty supervision. Prerequisite: Consent of instructor—who will serve as sponsor, approval by chair of Department of Psychology. Offered on a CR/NC basis only.

**Psychology 695. Master's Thesis in Psychology (4 or 5)** Individual student project conducted under the supervision of a faculty committee. Student selects (1) an approved empirical research project or (2) a critical literature review in an approved area of psychology. Each type of project will involve preparation of an approved proposal, carrying out the approved empirical or library research, preparation of a final report in accord with the *Publication Manual of the American Psychological Association*, and an oral explanation and defense of the research. Offered on credit, no-credit basis only. Prerequisite: Classified standing in M. S. program.

**Psychology 696. Comprehensive Examination in Psychology** The culminating activity for students in the MFCC option. Students prepare for and satisfactorily pass a comprehensive examination. Offered on a credit, no-credit basis only. Prerequisite: Classified standing in M. S. program and permission of the department.

**Psychology 698. Directed Graduate Study in the Instruction of Psychology (1–5)** Theory and method in undergraduate and graduate instruction in psychology. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, proctoring self-paced instructional units, course development, discussion group leadership, treatment simulation supervision, observing psychological test administrations, and in-depth directed readings of relevant topics. Offered on a CR/NC basis only. Prerequisite: Consent of instructor who will serve as sponsor, and approval by chair of Department of Psychology whose responsibility it is to monitor the appropriateness of the student's responsibilities.

**Psychology 699. Individual Graduate Study (1–5)** Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor. Offered on a CR/NC basis only.





## 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, 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 nine at the upper division level.

Required courses are:

- A. Prerequisites:
  1. One introductory course in sociology
  2. One course in statistical analysis of data, approved by the department
- B. Major requirements:
  1. Two courses in research methodology:
    - a. Behavioral Science 300. Introduction to Research Methods
    - b. Behavioral Science 400. Data Processing
  2. Sociology 301. Theoretical Perspectives in Sociology
  3. Sociology 440. Social Stratification
  4. Sociology 444. Social Change
  5. Four additional courses in sociology (with approval of advisor), at least three of which must be upper division.
  6. Sociology 490. Senior Seminar

### Minor or Concentration

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. 72).
2. A minor consisting of at least 20 quarter units within a major program designed by another discipline.
3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," p. 119).

### Requirements for the Minor in Sociology

Four courses in sociology, totaling 20 quarter units, at least three of which must be upper division, approved by the department.

### Teaching Credential—Single Subject

An approved list of courses in Sociology and related subjects has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. The approved list of courses is composed of 90 units in the social sciences which have been approved for completing the Social Science Waiver Program. This list is available from the department chair. Some of the courses in the waiver program can be completed as part of the major, minor and general education requirements. In addition, the student must be admitted to and must complete the Single Subject Credential program of the School of Education.

### Sociology Courses

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

#### Lower Division

**Sociology 100. Perspectives in Sociology** An examination of the concepts and methodology used by sociologists in the study of social relationships, social institutions, and social processes. Emphasis is on the practical understanding of perspectives used in the study of social behavior and on conceptual relations to other disciplines. (CAN Soc 2)

**Sociology 120. Critical Thinking and Contemporary Social Problems** An introduction to logical reasoning and social scientific methodology as it can be applied to selected contemporary American social problems. Focus is on elements of critical thinking, including deductive and inductive reasoning, proofs, probabilities, the role of values, and the status of evidence.

**Sociology 220. Contemporary Social Problems in American Society** An examination of social problems currently affecting the lives of a wide range of the American people. This



## Arts and Sciences—Sociology/Anthropology

may include discussion of such current issues as poverty, unemployment, school desegregation, the women's movement, homosexuality, the disabled, drugs, crime, welfare, and alienation. The particular social problems discussed are examined, using sociological concepts. Students are encouraged to formulate their own views regarding present and future impact of the problems on American society. One course in sociology recommended.

**Sociology 277. Contemporary Sociological Topics (1-5)** Extensive analysis of selected contemporary topics in sociology. Subjects vary from term to term, but include such topics as intergroup relations among especially selected groups, 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. 119.)

**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.

**Sociology 310. Computer Technology and Social Change** 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.

**Behavioral Science 311. Small Group Dynamics** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Behavioral Science 312. Social Psychology** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**IN ST 313. Sociology of Religion** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Behavioral Science 318. Culture and Personality** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Behavioral Science 321. Community Politics** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**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. 119.)

**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. 119.)

**Sociology 350. Sociology of Knowledge** Critical analysis of the forms and structures of knowledge, their historical evaluation and philosophical foundation through consideration of con-



temporary 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. 119.)

**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. 119.)

**Behavioral Science 400. Data Processing in the Behavioral Sciences** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Behavioral Science 401. Evaluation Research** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**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 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. 119.)

**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 Behavioral Science 300, Behavioral Science 400, and Sociology 301.

**Sociology 496. Internship in Applied Sociology (1-5)** Supervised field experience in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area. Offered on a credit, no credit basis only.

**Sociology 497. Cooperative Education** The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the

field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only.

**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. 119.)

**Behavioral Science 501. Advanced Research Design and Analysis** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Sociology 502. Advanced Sociological Theory** Examination of current sociological theorizing, including contemporary formulations of classical theory and new theoretical innovations and applications. Introduction to theory construction and formal theoretical expressions. Prerequisite: Sociology 301, or its equivalent.

**Behavioral Science 512. Advanced Social Psychology** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**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. 119.)

**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.

**Sociology 695. Master's Thesis in Sociology (5-9)**

**Sociology 699. Individual Graduate Study (1-5)** Investigation of an approved project leading to a written report. Project



selected in conference with professor in area of major interest; regular meetings to be arranged with professor.

### **Requirements for the 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:

- A. One Introductory course in cultural anthropology
- B. One introductory course in physical anthropology
- C. One introductory course in prehistory/archaeology
- D. Two research methods courses:
  - Behavioral Science 300. Introduction to Research Methods
  - Behavioral Science 400. Data Processing in Behavioral Sciences
- E. One course dealing with culture as an adaptive system  
Among the courses that satisfy this requirement, the following are included:
  - Anthropology 333. Cultural Ecology
  - Anthropology 353. Peoples of Mexico
  - Anthropology 390. Principles of Archaeology
  - Anthropology 475. Prehistory of North America
- F. One course dealing with culture as a symbolic/expressive system. Among the courses that satisfy this requirement, the following are included:
  - Anthropology 420. Sociolinguistics
  - Anthropology 425. The Anthropology of Sport
  - Behavioral Science 318. Culture and Personality
  - IN ST 319. Anthropology of Religion
- 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. Anthropology 490. Senior Seminar

### **Minor or Concentration**

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. 72).
2. A minor consisting of at least 20 quarter units within a major program designed by another discipline.
3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," p. 119).

### **Requirements for the Minor in Anthropology**

Four courses totaling 20 quarter units in anthropology, at least three of which must be upper division, approved by the department.

### **Teaching Credential—Single Subject**

An approved list of courses in Anthropology and related subjects has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. The approved list of courses is composed of 90 units in the social sciences which have been approved for completing the Social Science Waiver Program. This list is available from the department chair. Some of the courses in the 90-unit waiver program can be completed as part of the major, minor and general education program. In addition, the student must be admitted to and must complete the Single Subject Credential program of the School of Education.

### **Anthropology Courses**

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

#### **Lower Division**

**Anthropology 100. Introduction to Cultural Anthropology** Survey of the field and the major concepts, theories, and methodologies employed in cultural anthropology and linguistics. The relationship between anthropology and other social sciences is examined. The emphasis is on the comparative analysis of major social institutions, how they function, and their response to changing circumstances in various cultural contexts. Lectures and discussion. May be used as a prerequisite for anthropology courses. (CAN Anth 4)

**Anthropology 102. Physical Anthropology** The course examines selected basic principles of the life sciences from a physical anthropological perspective. Emphasis is placed on the synthesis of present evidence concerning primate and human evolution, the interrelationships between the biological and cultural aspects of human adaptation, and the classification and distribution of races. Investigative laboratory projects using field data are required. Four lecture-discussions and one two-hour laboratory.

**Anthropology 102.001. Laboratory Methods in Physical Anthropology (1)** This course provides an introduction to laboratory methods used in research in physical anthropology. Topics covered include the classification, biology, and behavior of living primates, human skeletal and physiological anatomy, human genetics, methods of phylogenetic reconstruction, and evidence for the evolutionary history of humans and other primates. Emphasis is on practical experience. Students will have opportunities to examine skeletal materials from living and extinct primates, participate in experiments designed to illustrate analytical techniques used in modern physical anthropology, and observe the behavior of living primates through audio-visual resources. In addition to lab exercises, students will be required to write a short research paper on one of the topics covered in this course. Prerequisites: Previous completion of Introduction to Physical Anthropology *without* a lab and consent of instructor. Completion of this lab course independent of Anthropology 102 does not satisfy the Goal VI General Education requirement.

**IN ST 205. Perspectives on Women in Society** (For course description, see listing under "Interdisciplinary Courses," p. 119).

**Anthropology 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 ar-



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.

**Anthropology 291. Introductory Field Archaeology** The purpose of this course is to introduce students to the basic concepts of field archaeology. Students will be trained in the use of maps, field equipment, how to recognize and record archaeological sites, and in survey techniques. Toward the end of the quarter, excavation at an archaeological site will be undertaken in conjunction with the more advanced field courses.

### **Upper Division**

**Behavioral Science 300. Introduction to Research Methods** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Behavioral Science 318. Culture and Personality** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**IN ST 319. Anthropology of Religion** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Anthropology 333. Cultural Ecology** 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 gender 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. 119.)

**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. Intermediate Field Archaeology** Archaeological excavation and survey in the Kern County area. All aspects of field techniques are covered: field reconnaissance and survey, site recording, mapping, excavation and evaluation of data. Students excavate a selected archaeological site and analyze the artifacts uncovered. A field trip fee may be required. Consult the Class Schedule for specific details. Prerequisite: completion of Anthropology 291 or equivalent.

**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. 119.)

**Behavioral Science 401. Evaluation Research** (For course description, see listing under "Interdisciplinary Courses", p. 119.)



**Anthropology 402. Selected Topics in Anthropological Theory** An intensive investigation of selected concerns within anthropological theory. This involves an in-depth critique of designated theoretical issues, as determined by the instructor. Lectures and discussion. Prerequisite: Anthropology major and senior standing. May be repeated for different course content.

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

**Anthropology 415. Cultural Resource Management (2)** This course is designed to provide students interested in archaeology and/or environmental studies with a background in the legislation and rules that govern the consideration of cultural resources in the context of environmental impact studies. The Federal Government's requirements for identification, evaluation, and treatment of cultural resources, in consultation with the State Historic Preservation Office and the Advisory Council on Historic Preservation, will be detailed. The role of the California Environmental Quality Act in the treatment of cultural resources at the local level also will be considered. In addition, requirements regarding the disposition of human remains and coordination and consultation with Native Americans will be discussed.

**Anthropology 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 414 or permission of instructor.

**Anthropology 425. The Anthropology of Sport** An examination of sport behavior in selected societies around the world with particular attention being given to the contrasts between Western and non-Western cultures. The focus of this course is on the analysis of the cultural dimensions of sport in terms of its interaction with other key economic, social, political and religious institutions. One course in anthropology recommended.

**Behavioral Science 435. Family and Kin Around the World** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Anthropology 460. Seminar in Aging: Culture and Ethnicity** The seminar is concerned with the process and experience of aging in selected cultures throughout the world and ethnic groups within the United States. Cross-cultural studies are examined for generalizations regarding the role and treatment of the aged in a variety of cultural settings. With respect to the ethnic groups within the United States, major emphasis is given to Black and Hispanic elderly. Prerequisite: Behavioral Science 382 or permission of the instructor.

**IN ST 465. Death and Aging in a Technological Society** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Behavioral Science 471. Culture Change** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Anthropology 475. Prehistory of North America** The prehistory of North America, north of Mexico, is examined in detail

from the first entry of people to the continent up to the time of contact with Euroamericans. Emphasis is given to cultural development over time and to ecological aspects and implications of the human occupation of North America.

**Anthropology 477. Selected Topics in Anthropology (1-5)** 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. 119.)

**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 undergraduate instruction.) Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, course development, discussion group leadership, selected lectures, and in-depth directed readings of relevant topics. Prerequisite: Consent of instructor who will serve as sponsor, approval by chair of Department of Sociology/Anthropology.

**Anthropology 499. Individual Study (1-5)** Individual study under the direction of a faculty member. Prerequisite: Permission of the instructor and approval of the department.



**Graduate Courses**

**Behavioral Science 500. Quantitative Methods in the Behavioral Sciences** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Behavioral Science 501. Advanced Research Design and Analysis** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**Behavioral Science 540. Social Organization** (For course description, see listing under "Interdisciplinary Courses", p. 119.)

**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 575. Seminar in Archaeological Theory** Selected theoretical topics in archaeology will be examined in detail. The history and development of the major theories in archaeology, the contributions of important individual theorists, and the changing emphases in archaeology will be covered.

**Anthropology 576. Seminar in Archaeological Methods** Selected topics in archaeological methods will be examined in detail. Specific approaches to analysis, such as research design, special analytic techniques (e.g., faunal analysis, lithic analysis, etc.), the direct-historical approach, computer modeling and statistics, and others, will be addressed.

**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.

**Anthropology 591. Advanced Field Archaeology** Students will participate in the planning (both research design and logistics), execution, and supervision of archaeological field projects in conjunction with the instructor. This may involve acting in the capacity of a supervisor to the undergraduate field archaeology students and/or conducting independent research as a project director. This course may be taken as part of the data collection element relevant to the completion of a thesis. Prerequisite: Anthropology 391 or equivalent.

**Anthropology 695. Master's Thesis in Anthropology (3-5)**

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



## **School of Business and Public Administration**

(DDH A100, 664-2157)

Dean: Michael R. Carrell

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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 Management Information Systems concentration.

### **Degree Programs**

#### **Undergraduate:**

Bachelor of Science in Business Administration with concentrations in:

- Accounting
- Finance
- Management
- Management Information Systems
- Marketing
- General Business
- Petroleum Land Management

Bachelor of Arts in Public Administration

#### **Graduate:**

- Master of Business Administration (MBA)
- Master of Public Administration (MPA)
- Master of Science in Administration—Health Care Management (MSA-HCM)

Both the undergraduate and the graduate business programs are accredited by the American Assembly of Collegiate



## Business and Public Administration

Schools of Business (AACSB). This is particularly significant in that only 210 institutions in the United States have both their undergraduate and graduate programs accredited. The School of Business and Public Administration is one of the smallest and youngest to have both of their programs accredited by this prestigious organization, a confirmation of the quality of the faculty and their dedication to excellence in education.

The School has active chapters of Beta Gamma Sigma, the top national academic honorary for business majors, Sigma Iota Epsilon, national management honorary, Alpha Mu Alpha, national marketing honorary, Alpha Kappa Psi, national business fraternity, and Pi Alpha Alpha, national honorary for Public Affairs and Administration.

The Institute of Accounting, formed through the generosity of accounting firms and other friends of CSB, provides augmented services to the professional Accounting Community and CSB students. The Institute for Public Administration is a functional bridge between California State University, Bakersfield and the public service community of Kern County and the College's service area. As such, the Institute brings together in a working coalition, management personnel from the public, non-profit, volunteer, and health sectors with appropriate faculty and administrators from the CSB community. Purposes of the Institute for Public Administration include: promoting management and supervisory training in the public, non-profits, volunteer, and health sectors within the CSB service area; relating management and supervisory training needs and other educational needs of public service personnel to available resources of CSB; encouraging and engaging in research focused on public, non-profit, volunteer, and health sector issues and needs; and cooperation with appropriate professional and academic groups and public service agencies in furthering the aforementioned objectives.

The Small Business Institute (SBI) is part of a program supported by the Small Business Administration (SBA) at some 500 universities and colleges throughout the country. SBA regional offices direct appropriate businesses to sponsoring SBI institutions for assistance in marketing, financial planning, accounting, and various other business management areas. Students participate in the SBI program at Cal State Bakersfield by enrolling in BA 428 at the undergraduate level or BA 628 at the graduate level. The students, acting as consultants under faculty supervision, conduct relevant field investigations for SBI clients and prepare a final written case report. Local businesses and students interested in the SBI program should contact the SBI director for further information.

### American Institutions Requirement

The School of Business and Public Administration offers an interdisciplinary course in conjunction with the Political Science Department, INST 375: Administrative Processes in Government (see page 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 faculty evaluator 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 201/202 satisfy Gen. Ed. Goal VII)
MATH	120	Introduction to Quantitative Methods in Business
MATH	140	Elementary Statistics (satisfies Gen. Ed. Goal IV)

1. Business Administration majors *shall not* be enrolled in any upper division Business Administration course unless they have:
  - a. completed the courses designated above as Lower Division Foundation Core
  - b. attained junior status (completed 90 quarter hours of course work counting toward the 186 quarter hours needed for graduation)
2. Courses requiring a specific prerequisite(s) *may be taken only after* the prerequisite(s) has been completed.

#### B. Required Upper Division Core Courses (40 quarter units)

MGT	300	Management and Organizational Behavior
MGT	301	Quantitative Methods for Business Decisions
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.

## 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 230. Statistical Methods for Managerial Decision Making** The use of statistical methods for managerial decision making. Topics include descriptive statistics, probability and acceptance testing, hypothesis testing, analysis of variance, regression including forecasting and time series analysis. Extensive use of computerized statistical packages.

**BA 272. Business Law I** An introduction to business law with focus on an overview of the legal system, contracts, agency, property, debtor and creditor relations, and an introduction to sales.

**BA 273. Business Law II** An introduction to business law with focus on sales, commercial paper, partnerships, corporations, and the regulation of business.

**BA 296. Human Corps** One unit of credit for 30 or more hours of volunteer community service experience working directly with people in a business-related, non-profit, governmental, or community-based organization, including educational institutions. Open to students with appropriate business background for the particular position. The student may suggest a suitable placement or request an assignment from the Human Corps office. A journal, a brief reflective paper, and occasional meetings with a faculty sponsor are required. Only one unit of Human Corps credit may be earned per term, and no more than

12 units of all Human Corps credit may be applied toward the baccalaureate degree. Offered on a credit, no-credit basis only.

### Upper Division

**BA 370. Legal Environment of Business** Introduction to the legal process, recognizing law as an instrument of social and political control in society. Topics include legal philosophy, judicial and administrative processes, constitutional protection for individuals and government regulation of business.

**BA 374. Business and Society** Focuses on the interrelationships between society and business, using technology as the integrating theme. Considers those situations where the market system fails to solve problems that society deems important. Topics include ecological impact of technology, and the relationship of technology to employment and quality of work life, consumerism, ethics and corporate social responsibility. (Satisfies the general education requirement for Goal XIII and for an upper division course.)

**BA 393. Intercollegiate Business Policy Games** 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 396. Human Corps** One unit of credit for 30 or more hours of volunteer community service experience working directly with people in a business-related, non-profit, governmental, or community-based organization, including educational institutions. Open to students with appropriate business background for the particular position. The student may suggest a suitable placement or request an assignment from the Human Corps office. A journal, a brief reflective paper, and occasional meetings with a faculty sponsor are required. Only one unit of Human Corps credit may be earned per term, and no more than 12 units of all Human Corps credit may be applied toward the baccalaureate degree. Offered on a credit, no-credit basis only.

**BA 428. Small Business Consulting** Students are assigned as consultants to a small firm in the business community to assist owner-clients in marketing, finance, accounting, operations, MIS, personnel and strategic management, as appropriate. Students are supervised by faculty and provide oral and written reports to the client to conclude the consultation. Prerequisite: senior standing and permission of SBI Program Director.

**BA 490. Senior Seminar in Business Administration** A terminal integrating course. Analysis of a wide range of policy decisions, with focus on the role of the executive in planning and implementing programs. Prerequisites: BA 370, 374, FIN 300, 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.

**BA 501. Business Decision Analysis** An introduction to the presentation and analysis of data, hypothesis testing, inferential decision making, decision making under uncertainty and business forecasting. Extensive computer applications in preparation for MBA course work. This course is not open to undergraduates.



**BA 520. Legal, Economic and Social Environment of Business** An examination and evaluation of the role of business in modern society, with emphasis upon the political, legal, economic and social environment within which the firm operates. It includes a study of the legal system, the operation of the courts and government regulation of business. Consideration is given to the moral and ethical responsibility of business and the issues of social justice and moral reasoning within the framework of contemporary business practice. This course is not open to undergraduates.

**Graduate (MBA) Courses**

**BA 628. Small Business Consulting** Students are assigned as consultants to a small firm in the business community to assist owner-clients in marketing, finance, accounting, operations, MIS, personnel, and strategic management, as appropriate. Students are supervised by faculty and provide oral and written reports to the client to conclude the consultation. Prerequisite: graduate standing and permission of SBI Program Director.

**BA 690. Seminar in Business Policy** An integrating course to be taken near the end of a student's program of study. Analysis of a wide range of policy decisions, with focus on the role of the executive in planning and implementing programs. This course is intended to synthesize as well as foster analytical skills based on prior background in all tool and functional courses. A culminating written project demonstrating originality and independent thinking relevant to the course content will serve as the required terminal evaluation for MBA candidate. Prerequisites: 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,  
E. Erb, H. S. Jones, H. Purcell, J. Ruiz

### Concentration: Accounting

**Requirements: All Students must complete:**

- \* BA 272 Business Law I
- \* BA 273 Business Law II (BA 370 not required)
- 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
- ACC 420 Accounting Information Systems

In addition to the above courses, all students concentrating in Accounting must select one of two tracks:

#### A. PUBLIC ACCOUNTING TRACK

**Courses required:**

- \*\* ACC 400 Advanced Accounting
- \*\* ACC 408 Auditing
- ACC 305 Federal Income Tax Accounting II

#### B. GENERAL ACCOUNTING TRACK

**Three of the following courses are required:**

- ACC 305 Federal Income Tax Accounting II
- ACC 430 Oil and Gas Accounting
- \*\* ACC 400 Advanced Accounting
- ACC 401 Seminar in Managerial Accounting
- \*\* ACC 408 Auditing

**Recommended electives (not required)**

**All fields of Accounting:**

- MIS 330 Systems Analysis and Design
- MIS 340 Data Base Fundamentals
- FIN 350 Risk Management
- FIN 400 Advanced Financial Management

\*\*\* COM 304 Technical and Report Writing

**Non-profit and Governmental:**

- INST 375 Administrative Processes in Government
- PPA 478 Budgeting in Public Organizations

- \* The successful completion of BA 272 and BA 273 meets the BA 370 core requirement.
- \*\* Students should complete the Upper Division Writing Competency requirement before taking either ACC 400 or ACC 408.
- \*\*\* COM 304 satisfies the Upper Division Writing Competency requirement.

### Courses

#### Lower Division

**ACC 201. Fundamentals of Accounting I** Accounting concepts and techniques essential to prepare balance sheets and income statements for a business enterprise.

**ACC 202. Fundamentals of Accounting II** A continuation of accounting for the preparation of financial statements—accounting for long term 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** An intensive study of cost accumulation systems for manufacturing and service enterprises. Emphasis is on managerial cost analysis and management decision making. 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, or permission of instructor.

**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 functions. The application of quantitative techniques to management problems such as segment reporting, distribution costs, capital budgeting, and pricing policy. Prerequisite: ACC 303.



## Accounting Department

**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 421. Accounting Information Systems** This course provides a conceptual framework and body of knowledge concerning contemporary accounting information systems. Prerequisites: ACC 201, 202 and MIS 200 or equivalents. Recommended: ACC 303 or equivalent.

**ACC 430. Oil and Gas Accounting** In depth look at the special problems associated with accounting for oil and gas operations. The full cost and successful efforts methods, accounting for joint interests, SEC disclosure requirements and special auditing, taxation and valuation issues will be addressed. Prerequisite: ACC 201 and 202.

**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. This course is not open to undergraduates.

### 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, C. Weber, 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 Advanced 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
- FIN 475 Real Estate Appraisal
- FIN 480 Real Estate Finance and Investments
- FIN 485 Land Use and Public Policy
- 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 272 Business Law I  
FIN 480 Real Estate Finance and Investments

### Finance Courses

#### Upper Division

**FIN 300. Financial Management** Theory of financing the business firm under uncertainty. The supply and demand for capital, asset management, capital structure analysis, cost of capital, and capital budgeting decisions. Statistical and financial analysis of problem sets also included as well as computer applications.

**FIN 310. Personal Financial Planning** This course explores methods of analyzing personal financial management, money management, protection of personal assets and income through various insurance vehicles, retirement planning, tax planning and estate planning.

**FIN 320. Investments** Principles of analysis of various types of securities, securities markets, and institutions. Formulation of investment strategies. Quantitative investment techniques and analyses of financial statements included with computer applications. Prerequisite: FIN 300 or permission of instructor.

**FIN 350 Risk Management** Treatment of property, liability, and personnel risks using insurance and non-insurance techniques. Investigation of the probability of loss, different types of probability distributions, and other statistical tools.

**FIN 400. Advanced Financial Management** Builds on the concepts introduced in FIN 300. Case method utilizing statistical and financial analyst techniques and computer applications to show real world application. Prerequisite: FIN 300.

**FIN 420. Portfolio Management** Analysis of security investments using quantitative techniques. An investigation of financial tools appropriate to financial statement analysis is also included. Emphasis on investment portfolios rather than individual financial investments. Computer packages consisting of financial, statistical and accounting analysis will be used to value common stocks and bonds. Prerequisite: FIN 320 or permission of instructor.

**FIN 450. Employee Benefit Planning** A treatment of employee monetary compensation other than salary. Topics include group life and health insurance, pension plans, profit sharing plans, savings plans, HR 10 plans, IRA's, tax deferred annuities and nonqualified deferred compensation. Analysis of financial statements and computer applications involved. Also included is the impact of ERISA on benefit plans.

**FIN 460. Financial Institutions Management** This course focuses on the financial management of financial institutions, analyzes the processes at work within the U.S. financial system, identifies major participants, and investigates the financial system's ability to deal with change. Problems and case analysis utilized and computer packages introduced.

**FIN 470. Real Estate Capital Markets** Identification and analysis of sources and uses of real estate credit and equity funds, market trends and criteria for evaluating the financing of different segments of the real estate market. Special emphasis will also be given to the securitization of the real estate market.

**FIN 475. Real Estate Appraisal** Examines the characteristics of real properties; the use of appraisal techniques; the influence of leverage; and the application of advanced statistical techniques of the valuation of real property. Some field work may be required during the course.

**FIN 477. Selected Topics in Finance** Special topics courses provide departments with the opportunity to present an in-depth study of a selected topic or topic not covered in regular



courses. When offered, prerequisites and course requirements will be announced for each course. Individual departments will determine applicability toward the concentration. Emphasis will be placed on bringing together more than one area of finance.

**FIN 480. Real Estate Finance and Investments** Explores methods of analyzing real estate investments using accepted financial and statistical techniques by utilizing the computer. Real estate investment opportunities are evaluated in the context of personal and business investment objectives. Individual projects analyzing an investment property or real estate issue is a part of the course. Satisfies the prerequisite of advanced real estate financing for the California real estate broker's license. Prerequisite: FIN 300.

**FIN 485. Land Use and Public Policy** A study of the impact of various economic, political, and social factors on the use and valuation of land and real property. Subjects covered will include zoning and subdivision regulations, growth management, environmental controls, coastal zone, planning, community development regulations, and the effects of taxation regulations.

**FIN 490. International Business Finance** An investigation of the problems facing financial managers in international operations. Some topical areas covered include foreign exchange, international financial markets, and foreign investment analysis. Statistical tools for analysis of international financial problems will be introduced. Student presentations utilized in the course. Prerequisite: FIN 300.

**FIN 499. Individual Study** Individual study is offered to give the student experience in planning and outlining a course of study on the student's own initiative under departmental supervision. Independent study should deal with a special interest not covered in a regular course or with the exploration in greater depth of a subject presented in a regular course. Instructor consent is required. May not be used to satisfy the requirements of the Business Administration major.

### Postbaccalaureate

**FIN 500. Corporate Financial Management** Explores financial theories of the firm and introduces practical decision methods. Topical areas include: capital budgeting, risk, capital structure, financing, working capital, acquisitions, and international factors. Statistical and financial analysis using the computer are also covered. This course is not open to undergraduates.

### Graduate

**FIN 600. Seminar in Financial Policy** Formulation of financial policies for obtaining and using financial resources. Emphasis is placed on the theoretical and practical problems in planning and controlling a company's financial structure, capital investments, working capital, long-term financing, and acquisitions. Statistical and financial analysis of cases are utilized along with exposure to computer-related packages.

**FIN 620. Seminar in Investments** Discussion and analysis of security investments. Emphasis directed toward understanding financial concepts and theories as they relate to investments. Statistical analysis and exposure to computer-related programs also presented.

**FIN 660. Seminar in Capital Markets** Examination of the full range of financial markets, financial instruments, and the major financial and nonfinancial participants. Also covered are the theoretical and empirical effects of governmental monetary policy. Computer packages consisting of financial, statistical and equilibrium valuation models will be presented. Problem and case analysis of selected capital market areas also included.

**FIN 677. Selected Topics in Finance (1-5)** Special topics courses provide departments with the opportunity to present an

in-depth study of a selected topic or topic not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

**FIN 680. Seminar in Real Estate Investments** Investigates methods of analyzing real estate investments. Includes an examination of appraisal methods, capitalization approaches, and cash flow models. Consideration is also given to legal, tax, and financing issues. Specific project analysis is also a part of the course, i.e., analysis of shopping centers, commercial properties, etc., as well as computer applications. Advanced finance concepts and tools are included as well. Term project and oral presentation required.

**FIN 685. Seminar in International Financial Management** Begins with an investigation of the international financial environment, including balance of payments, foreign exchange and financial markets. The course then turns to the role and functions of officials involved in the international operations of a corporation. Specific topics include cash management, domestic versus foreign financing, risk exposure and foreign currency operations. Emphasis is also given to foreign investment analysis. Term projects and oral presentations will be a part of the course.

**FIN 699. Individual Graduate Study** Individual study is offered to give the student experience in planning and outlining a course of study on the student's own initiative under departmental supervision. Independent study should deal with a special interest not covered in a regular course or with the exploration in greater depth of a subject presented in a regular course. Instructor consent is required. No more than 5 quarter units may be used to satisfy degree requirements. (May not be substituted for any required graduate seminar.)





## Management Department

(DDH A103, 664-2326)

Chair: M. Attaran

Faculty: H. Bidgoli, R. Bowin, P. Boyland, M. R. Carrell, M. Flanagan, R. Graves, J. Hulpke, M. Marsh, B. McNamara, T. Ortega, C. Stiles, J. Tarjan, J. Vigen

### Concentration: Management

Areas of Emphasis: General Management, Human Resources Management, Operations Management, Small Business Management, Services Management

#### General Management (20 quarter units)

##### Required:

- MGT 308 Organization Theory
- MGT 309 Topics in Organizational Behavior

##### Plus two courses selected from the following:

- MGT 310 Human Resource Management
- MGT 345 Small Business Management
- MGT 415 Leadership and Management Development
- MGT 425 Labor Relations and Collective Bargaining
- MGT 455 Decision Analysis
- MGT 460 Quality Control (New Course)
- MGT 475 Services Management (New Course)
- BA 428 Small Business Consulting
- MIS 480 Seminar in Management Information Systems

#### Human Resource Management (20 quarter units)

##### Required:

- MGT 310 Human Resource Management

##### Plus three courses selected from the following:

- MGT 309 Topics in Organizational Behavior
- MGT 410 Issues in Human Resource 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 Purchasing and Materials Management
- MGT 460 Quality Control (New Course)

##### Plus one course selected from the following:

- MGT 455 Decision Analysis
- MGT 465 Services Operations Management (New Course)
- MGT 480 Current Topics in Operations Management

#### Small Business Management (20 quarter units)

##### Required:

- MGT 340 Entrepreneurship
- MGT 345 Small Business Management

##### Plus two courses selected from the following:

- MGT 309 Topics in Organizational Behavior
- MGT 310 Human Resource Management
- MGT 475 Services Management
- ACC 303 Managerial Accounting
- BA 428 Small Business Consulting
- MKT 400 Marketing Research and Control
- MIS 310 Computer-Based Business Systems

#### Services Management (20 quarter units)

##### Required:

- MGT 465 Services Operations Management (New Course)
- MGT 475 Services Management (New Course)
- MKT 430 Services Marketing

##### Plus one course selected from the following:

- MGT 345 Small Business Management
- MGT 460 Quality Control (New Course)
- MIS 310 Computer-Based Business Systems



## **Concentration: Management Information Systems**

### **Lower Division (10 quarter units)**

**MIS 220 Introduction to Structured Business Programming**

**MIS 250 COBOL Programming**

### **Upper Division (25 quarter units)**

**MIS 330 Systems Analysis and Design**

**MIS 340 Data Base Fundamentals**

**MIS 440 Decision Support Systems**

**MIS 470 Information Systems Project**

**MIS 480 Seminar in Management Information Systems**

## **Management Courses**

### **Upper Division**

**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 in business organizations.

**MGT 301. Quantitative Methods for Business Decisions** An introduction to the application of quantitative methods using computer technology to build, solve, and interpret models with application to accounting, finance, marketing, and operations decision-making process. Models covered include: linear programming, network analysis, inventory planning, PERT/CPM, simulation, and decision theory.

**MGT 302. Introduction to Operations Management** An introduction to the system for planning, operating, and controlling the processes that transform inputs into outputs of finished goods and services in both profit and nonprofit organizations. Topics include: operations strategy, planning, controlling, production technology, design of systems, materials management, and quality control. Computer software and simulation models are used to analyze operations management functions. Recommended: MGT 301.

**MGT 308. Organization Theory** A study of the theories, experience and logic that explain why a business 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. Topics in Organizational Behavior** An examination of the individual, group, and organizational processes that will increase the understanding of human behavior in business 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 venture. The student is required to assess his or her own entrepreneurial orientation and commitment and to formulate a realistic business plan for a new venture. Topic areas include self-assessment, identifying and evaluating new venture opportunities, obtaining capital, writing and presenting the business plan, and managing the emerging firm.

**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. Purchasing and Materials Management** The role and scope of the procurement function and concept of an integrated materials management process is examined. Topics include: relations with functional department, purchasing structure and processes in business and service organizations, international purchasing, and measuring purchasing performance, traffic management, quality assurance, inventory management, and legal and ethical aspects of purchasing. Prerequisite: 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. Issues in Human Resource Management** Current problems affecting personnel policy and strategy. Emphasis on organizational development and change, including recent management techniques: team building, conflict resolution, job design, and personnel appraisal. Completion of MGT 310 is recommended.

**MGT 415. Leadership and Management Development** The examination of leadership practices and their effect on business organizations. The emphasis is on both theories and techniques associated with effective leadership and how they may be used to develop management talent in private organizations. This will include tools for analyzing leadership styles. 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 in business organizations. 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 business management. Emphasis is on understanding the forces affecting the decisions of parties to labor contracts and labor negotiations. In-



cludes 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 460 Quality Control** A holistic approach to total quality control: definition of quality, concepts, methods, and current practices employed in assurance of conformance to specifications for products and services. Emphasis on quality standard setting and implementation methodology. Topics include: a review of contributions by Deming, Juran, Crosby and others, organization structures, statistical aids, quality circles, process control, and quality verification techniques.

**MGT 465 Services Operations Management** A comprehensive examination of operations management principles and managerial decisions related to service operations. Topics include: service strategy, location, layout, capacity, inventory, technology, scheduling, distribution, and quality assurance. Computer software and simulation models will be used to examine service operations. Prerequisite: MGT 302.

**MGT 475 Services Management** An integrating course of Services Management, focusing on the planning and analysis of problems facing the service executive. The course integrates the areas of operations and human resources in order to effectively make decisions and develop strategies to meet organizational goals. A case study approach will be utilized. Prerequisite: MGT 465.

**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.

### Postbaccalaureate

**MGT 500. Management and Organizational Behavior** Studies the role of managers in creating and maintaining an effective relationship between the workers and the organization. Exploration of the nature of organizations and the development of concepts of management theory and practice. Selected behavioral issues are examined including communication, leadership, motivation, socialization, intergroup processes and decision making. Case studies and experiential exercises will be emphasized. This course is not open to undergraduates.

**MGT 502. Operations Research** An introduction to the mathematical aspects of operations research and management

science in the context of mathematical problem formulation and computer based solutions to application problems in business administration. Topics include linear programming, transportation models, goal programming, integer programming, non-linear programming, network analysis and inventory. This course is not open to undergraduates.

**MGT 520. Operations Management** An introduction to selected topics in production/operations management in manufacturing and service enterprises. Topics include organizations structure of production systems, resource/process planning, inventory, quality assurance and statistical control methods, quantitative methods and computer applications. This course is not open to undergraduates.

### Graduate

**MGT 600. Seminar in Management and Organizational Behavior** Examination of major concepts and theories as they affect behavior and performance in organizations, interpersonal communication, motivation, decision-making and organizational development in business organization. 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 business 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 business subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

**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. Seminar in Futurism: A Scenario For America and the World** An introduction and critical overview of the science and art of futurism. The course will explore the challenge of human and institutional survival in the face of interconnected problems such as population growth, resource availability, 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** Introductory course in management information systems and productivity tools. The course begins with an in-depth review of computer technology. Software productivity tools including: wordprocessing, spreadsheets, and database managers are presented and used to develop proficiency. Systems development principles, functional applications of information systems and the management of information systems and computing resources are discussed.

**MIS 220. Introduction to Structured Business Programming** Software development is explored at the pre-implementation stage. Heavy emphasis is placed on designing software solutions to business problems utilizing such software development methodologies as top-down design, structure charts, structured flowcharts, algorithms and pseudocode. The principles of free-format programming will be addressed and the modification and customization of software will be discussed. In addition, the student will gain an exposure to commonly-used operating systems and the use of electronic mail. The coding language used in the course is BASIC. Prerequisite: MIS 200.

**MIS 250. COBOL Programming** A continuation of MIS 220 to explore the COBOL language in detail. File handling and sequential and random access files will be discussed. The extended features of COBOL and multi-file and multi-table programming will be explored. Programming projects using COBOL will be assigned. Structured design and implementation techniques will be emphasized. Prerequisite: MIS 220 or equivalent.

### Upper Division

**MIS 310. Computer-Based Business Systems** This course explores the foundation of computer-based systems. Input, processing and output of systems will be analyzed. An exploration of the use of software packages for the design and implementation of business applications. Students will learn the advanced features of one or more computer packages and utilize them to design and implement small scale systems in the functional areas of business. Prerequisite: MIS 200 or equivalent.

**MIS 330. Systems Analysis and Design** The analysis and design of computer-based information systems. The systems development life-cycle will be emphasized. Tools such as data flow diagrams, layout charts, decision tables and computer-aided software engineering will be utilized. Students will analyze a real-life business problem and design an automated solution. Prerequisite: MIS 200.

**MIS 340. Data Base Fundamentals** The concepts of file organization and access methods will be reviewed. The advantages of the database approach will be discussed. Students will gain an understanding of the three basic database models, with emphasis on the relational model. The concepts and tools of database design will be stressed. Students will design and partially implement a database system utilizing a commercial database management system. Prerequisite: MIS 200 or equivalent.

**MIS 410. Management of Software Development** An in-depth examination of the software development life-cycle. Software estimation, programming tools, structured methodologies, programming team management, software engineering principles, productivity measurement, computer-aided software engineering and related topics will be discussed. Prerequisite: MIS 250 or equivalent.

**MIS 440. Decision Support Systems** The analysis, design and implementation of decision support systems (DSS). Topics

include definition, architecture, design, artificial intelligence, expert systems (ES) and the integration of ES/DSS. Students will be exposed to a variety of software tools which can be used to support management decision making. Prerequisite: MIS 330 and 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 330 and MIS 340.

**MIS 477. Selected Topics in Management Information Systems** Selected topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

**MIS 480. Seminar in Management Information Systems** A further discussion of selected topics introduced in MIS 200. Attention will be given to those topics which are most vital in the rapidly changing world of computing and information systems. Detailed discussion of telecommunications and networking. Security issues in public and private networks. Prerequisite: MIS 200.

**MIS 499. Individual Study** Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. The student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirement for the Business Administration degree.

### Postbaccalaureate

**MIS 500. Introduction to Computers and Information Systems** This course begins with an overview of computer technology and its application to business problems. The development of information systems and their implementation are explored. Examples of applications in each of the functional areas of business are also discussed. A review of microcomputer literacy and productivity tools is also undertaken. This course is not open to undergraduates.

### Graduate

**MIS 610. Seminar in Information Systems** 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. Moscové

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### Concentration: Marketing

Areas of Emphasis: General Marketing, Consumer Marketing and Advertising Strategy, Organizational Marketing, Services Marketing

#### Consumer Marketing and Advertising Strategy

Students must take a total of four courses—

Two required courses:

MKT 301 Consumer Behavior

MKT 302 Advertising and Public Relations Strategy

Plus one course selected from:

MKT 303 Management of the Sales Function

MKT 430 Services Marketing

MKT 431 Customer Service and Quality Service Strategy

MKT 440 Retailing

MKT 470 Direct Marketing Strategy

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 415 Industrial Marketing and Channel Strategy

Plus two courses selected from:

MKT 303 Management of the Sales Function

MKT 304 Professional Selling

MKT 410 Marketing Decision Analysis

MKT 420 Global 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—

Three required courses:

MKT 430 Services Marketing

MKT 431 Customer Service and Quality Service Strategy

MKT 435 Seminar in Services Marketing Planning and Problem Solving

Plus one course selected from:

MKT 301 Consumer Behavior

MKT 302 Advertising and Public Relations Strategy

MKT 304 Professional Selling

MKT 400 Marketing Research and Control

MKT 410 Marketing Decision Analysis

#### General Marketing

Students must take a total of four courses—

Three courses selected from:

MKT 301 Consumer Behavior

MKT 302 Advertising and Public Relations Strategy

MKT 303 Management of the Sales Function

MKT 304 Professional Selling

MKT 410 Marketing Decision Analysis

MKT 415 Industrial Marketing and Channel Strategy

MKT 420 Global Marketing

MKT 430 Services Marketing

MKT 431 Customer Service and Quality Service Strategy

MKT 435 Seminar in Services Marketing Planning and Problem Solving

MKT 440 Retailing

MKT 470 Direct Marketing Strategy

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.



## Marketing Courses

### Upper Division

**MKT 300. Marketing Management** A study of the nature and role of marketing in advanced economies in a managerial context presented in a lecture, case, and applied format. Analysis of consumer wants, motivation and purchasing power, and introduction to and development of effective mixes among 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. Advertising and Public Relations Strategy** An integrated approach to planning and creating the firm's total marketing communications program, primarily advertising, sales promotion, and public relations. Surveys the entire field of promotion in its social and management context and develops the creative approach, strategy, and tactics necessary to realize the objectives of the marketing program. Emphasizes student participation through cases and projects; also the application of quantitative statistical and qualitative research techniques to formulate and evaluate communications plans. Prerequisite: 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 304. Professional Selling** Study of the environment of professional selling in the industrial sector. Emphasis on the psychology of selling, communication strategies, buyer behavior, adaptive techniques, sales resistance and customer service. Time and territory management, sales force organization, compensation plans, demand estimation and ethical issues will also be covered. Videotaped presentations are an integral part of this course. Prerequisite: MKT 300.

**MKT 400. Marketing Research and Control** A study of the concepts underlying the collection and analysis of data for marketing decision-making and control. Surveys the application of scientific methodology as an aid to problem formulation, exploratory research, basic observational and sampling requirements, data analysis, interpretation, reporting, and control. Student application of research techniques and data treatment are emphasized. Prerequisites: MKT 300, MGT 301.

**MKT 410. Marketing Decision Analysis** This course concentrates on the application of Marketing Information Systems and introduces the student to quantitative tools used in decision making for successful Marketing Management. Topics covered include types of information needed for each quantitative tool use, how to obtain the needed marketing information, how to use the computer and appropriate software for marketing data, and how to interpret the results. Following the interpretation, how to make decisions, develop policies, and implement them to be a successful marketing manager. Computers and case studies will be used extensively. Prerequisite: MKT 300; MKT 400; or permission of instructor.

**MKT 415. Industrial Marketing and Channel Strategy** Study of the differences and similarities between industrial and consumer markets with emphasis on the development of effective marketing strategies for the management, movement and handling of goods from the point of production to the point of

consumption in the industrial (business to business) sector. Case studies and computer applications will be used. Prerequisite: MKT 300.

**MKT 420. Global Marketing** Analysis of the development of international marketing strategies and programs from the determination of objectives and methods of organization through execution of research, advertising, pricing, distribution, financing, and human resource management activities. Emphasis on the design of optimal strategies under varying physical, economic, political, social and cultural environments and specific marketing situations. Case analysis. Prerequisite: MKT 300.

**MKT 430. Services Marketing** An intensive study of the concepts, practices, and development of strategies involved in marketing of services. The course will focus on the unique aspects of services marketing, such as demand management and quality control, and will cover a wide variety of services, including professional and business services. A case analysis approach will be used. Prerequisite: MKT 300.

**MKT 431. Customer Service and Quality Service Strategy** A study of the requirements of customer service and how to develop quality service strategy. The course will analyze methods of determining customer needs and expectations; how to measure consumer satisfaction; how to develop quality control standards and procedures for services; and implementing a quality service program. Prerequisite: MKT 300.

**MKT 435. Seminar in Services Marketing Planning and Problem Solving** An integrating course of the services marketing area, focusing upon the planning and analysis of problems facing the service marketing executive. This course investigates how to make effective marketing decisions, develop strategies and provide customer satisfaction. A case study approach will be utilized. Prerequisite: MKT 430.

**MKT 440. Retailing** An investigation of the development, trends, and institutions of retailing. The focus of the course is on developing and administering effective marketing strategies and controls. Study of the principles and policies of retail store operation such as location, layout, planning and control, personnel, target markets, and customer service will be considered. Case studies and computer applications will be utilized. Prerequisite: MKT 300.

**MKT 470. Direct Marketing Strategy** An examination of the role of Direct Marketing in relation to the overall marketing activity. Defining, developing, and using various direct marketing strategies. Emphasis will be placed on developing effective direct marketing programs and offers, creating direct marketing response advertisements, and measuring the results of direct marketing efforts. The role of credit cards and computers, and the impact of socioeconomic changes and life-styles on direct marketing will also be discussed. Prerequisite: MKT 300 or permission of instructor.

**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 strate-



## Marketing Department

gic 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.

### Postbaccalaureate

**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. This course is not open to undergraduates.

### 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 Advertising and Public Relations Strategy** Development of communications strategy necessary to fulfill the objectives of the marketing program through intensive analyses of situational and primary information, target market(s), creative objective(s), media selection and scheduling, sales promotion, public relations, budgeting and program evaluation. Includes qualitative, statistical, financial, and computer applications. The course integrates theory with case analyses and the development of a comprehensive marketing communications plan. Prerequisite: MKT 600 or permission of the instructor.

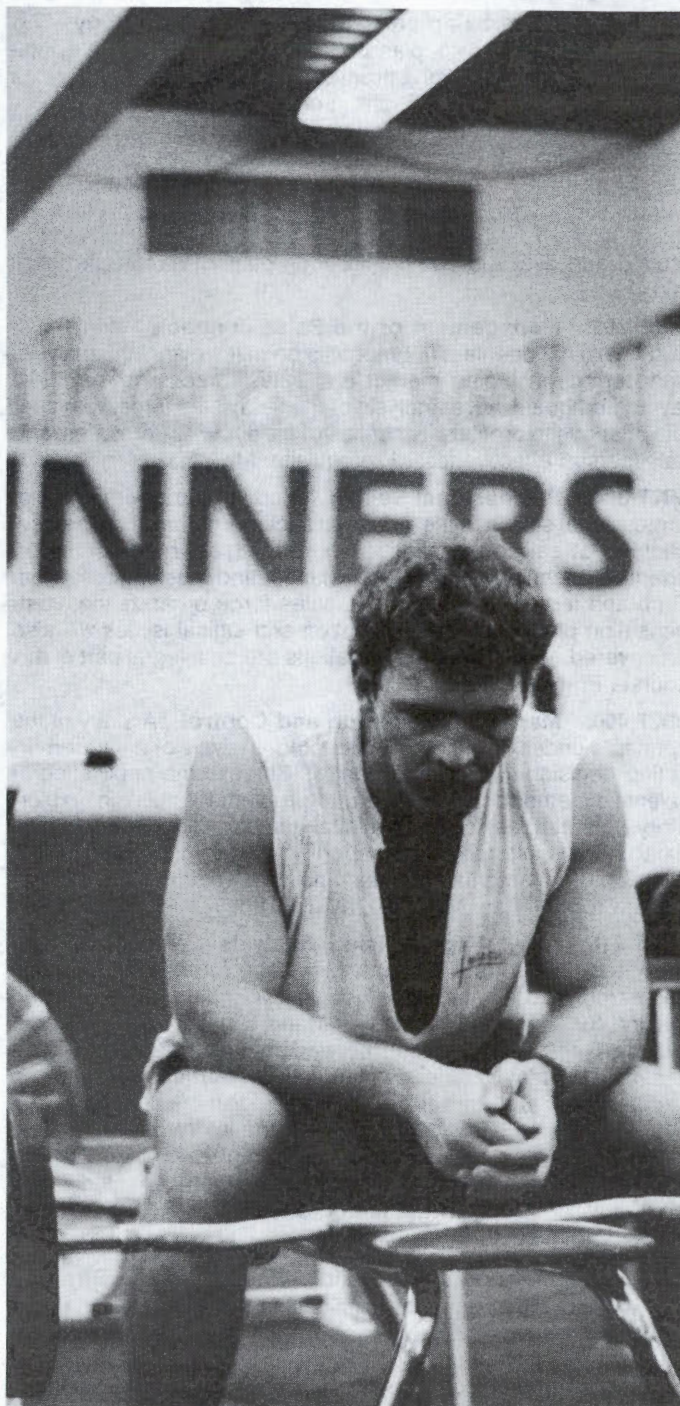
**MKT 603. Seminar in Decision Analysis** Conceptual approach to defining, generating, and using information in a marketing-management context. Emphasis will be placed on information systems as well as concepts relative to collection and data analysis using quantitative methods. Case analysis and computer applications will be utilized. Prerequisite: MKT 600 or permission of the instructor.

**MKT 604. Seminar in Services Marketing** An investigation into and analysis of the complexities and unique aspects of marketing services contrasted to the marketing of tangibles. Special attention will be given to creating effective customer service, demand management, and quality control. The case study method will be utilized.

**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.





## **Concentration: Petroleum Land Management**

Within the Bachelor of Science in Business Administration Degree Program is an interdisciplinary concentration in Petroleum Land Management. The program is designed to prepare students for entry level positions as petroleum landmen but also provide a broad background in business administration. This will prepare students for other positions in the petroleum field as well as other careers in business.

### **Required Lower Division**

<b>ACC</b>	<b>201</b>	<b>Fundamentals of Accounting I</b>
<b>ACC</b>	<b>202</b>	<b>Fundamentals of Accounting II</b>
<b>ECON</b>	<b>201</b>	<b>Essentials of Micro-Economics</b>
<b>ECON</b>	<b>202</b>	<b>Essentials of Macro-Economics</b>
<b>MIS</b>	<b>200</b>	<b>Introduction to Computers and Information Systems</b>
<b>MATH</b>	<b>120</b>	<b>Introduction to Quantitative Methods in Business</b>
<b>MATH</b>	<b>140</b>	<b>Elementary Statistics</b>
<b>BA</b>	<b>272</b>	<b>Business Law I</b>
<b>BIO</b>	<b>203</b>	<b>Principles of Ecology</b>
<b>COMM</b>	<b>108</b>	<b>Strategies of Public Communication</b>
<b>GEO</b>	<b>201</b>	<b>Physical Geology</b>
<b>GEO</b>	<b>205</b>	<b>Environmental Geology</b>

### **Required Upper Division**

<b>MGT</b>	<b>300</b>	<b>Management and Organizational Behavior</b>
<b>MGT</b>	<b>301</b>	<b>Quantitative Methods for Business Decisions</b>
<b>MGT</b>	<b>302</b>	<b>Introduction to Operations Management</b>
<b>MKT</b>	<b>300</b>	<b>Marketing Management</b>
<b>FIN</b>	<b>300</b>	<b>Financial Management</b>
<b>BA</b>	<b>374</b>	<b>Business and Society</b>
<b>BA</b>	<b>490</b>	<b>Senior Seminar in Business Administration</b>
<b>FIN</b>	<b>475</b>	<b>Real Estate Appraisal</b>
<b>or</b>		
<b>FIN</b>	<b>480</b>	<b>Real Estate Finance and Investments</b>
<b>GEO</b>	<b>309</b>	<b>Concepts of Stratigraphy</b>
<b>GEO</b>	<b>460</b>	<b>Petroleum Exploration</b>
<b>LRM</b>	<b>379</b>	<b>Real Property Law</b>
<b>LRM</b>	<b>420</b>	<b>Oil and Gas Contracts</b>
<b>LRM</b>	<b>450</b>	<b>Petroleum Land Management</b>
<b>ACC</b>	<b>430</b>	<b>Oil and Gas Accounting</b>



## Master of Business Administration

The Master of Business Administration degree is designed to offer an opportunity for individuals to develop their managerial abilities and to advance their management careers. The program seeks to provide an understanding of contemporary issues affecting each of the functional areas of business operations. Special attention is given to the analytic and human processes and to the external forces which influence the decisions of operating managers. This program is designed to accommodate the part-time as well as the full-time student. The MBA Degree Program is fully accredited by the American Assembly of Collegiate Schools of Business.

### 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. Indicators of academic success include:

- (1) A satisfactory grade point average of 2.50 in all upper division course work (based upon a 4.0 scale).
- (2) A satisfactory score on the Graduate Management Admissions Test.

### Admission Process

For classification in the MBA program, a student should complete the application for admissions to the University, have two sets of official transcripts for all college work forwarded to the Admissions Office and apply to take the Graduate Management Admissions Test. Classification will be in one of the following categories:

Conditionally Classified—A student is deficient in the required foundation courses. Advancement to Classified standing is dependent upon satisfactory completion of all foundation courses and the receipt of a satisfactory score on the Graduate Management Admissions Test.

Classified—A student is eligible to register in 600-level graduate courses. Students are expected to maintain a 3.0 GPA in all graduate courses.

### Concurrent MBA and JD Program

An arrangement between the School of Business and Public Administration and the California Pacific School of Law (CPSL) allows students to concurrently earn credits toward an MBA from CSUB and a Juris Doctor from CPSL. Applicants who are interested in both programs should contact the Graduate Advisor for the MBA program.

### 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 ten courses constitute a common body of knowledge that is basic to understanding business operations. These courses, or their equivalents, must be completed before a student may be classified as a graduate student in business administration and enroll in graduate level courses:

<b>ECON</b>	<b>500</b>	<b>Economic Theory</b>
<b>ACC</b>	<b>500</b>	<b>Essentials of Financial Accounting</b>
<b>MIS</b>	<b>500</b>	<b>Introduction to Computers and Information Systems</b>
<b>BA</b>	<b>501</b>	<b>Business Decision Analysis</b>
<b>BA</b>	<b>520</b>	<b>Legal, Economic, and Social Environment of Business</b>
<b>FIN</b>	<b>500</b>	<b>Corporate Financial Management</b>
<b>MGT</b>	<b>500</b>	<b>Management and Organizational Behavior</b>
<b>MGT</b>	<b>502</b>	<b>Operations Research</b>
<b>MGT</b>	<b>520</b>	<b>Operations Management</b>
<b>MKT</b>	<b>500</b>	<b>Marketing Planning and Management</b>

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:

<b>ACC</b>	<b>600</b>	<b>Accounting for Management Decision Makers</b>
<b>FIN</b>	<b>600</b>	<b>Seminar in Financial Policy</b>
<b>MGT</b>	<b>600</b>	<b>Seminar in Management and Organizational Behavior</b>
<b>MGT</b>	<b>602</b>	<b>Seminar in Operations Management</b>
<b>MKT</b>	<b>600</b>	<b>Seminar in Marketing Management</b>
<b>BA</b>	<b>690</b>	<b>Seminar in Business Policy</b>

In addition to these required courses, the candidate must complete an additional fifteen (15) units of approved graduate work. No more than five quarter units of Individual Graduate Study (699) may be used to satisfy degree requirements. A candidate for the Master of Business Administration degree must earn at least a 3.0 grade point average in all graduate



work. No course with a grade lower than "C" may apply toward the fulfillment of degree requirements. Graduate courses may not be taken on a credit, no-credit basis.

**Graduate Elective Courses (MBA)**

<b>BA</b>	<b>628</b>	<b>Small Business Consulting</b>
<b>ACC</b>	<b>677</b>	<b>Selected Topics in Accounting</b>
<b>ACC</b>	<b>699</b>	<b>Individual Graduate Study</b>
<b>FIN</b>	<b>620</b>	<b>Seminar in Investments</b>
<b>FIN</b>	<b>660</b>	<b>Seminar in Capital Markets</b>
<b>FIN</b>	<b>677</b>	<b>Selected Topics in Finance</b>
<b>FIN</b>	<b>680</b>	<b>Seminar in Real Estate Investments</b>
<b>FIN</b>	<b>685</b>	<b>Seminar in International Financial Management</b>
<b>FIN</b>	<b>699</b>	<b>Individual Graduate Study</b>
<b>MGT</b>	<b>610</b>	<b>Seminar in Human Resource Management</b>
<b>MGT</b>	<b>655</b>	<b>Seminar in Statistical Analysis</b>
<b>MGT</b>	<b>677</b>	<b>Selected Topics in Management</b>
<b>MGT</b>	<b>685</b>	<b>Seminar in Public Policies Toward Business</b>
<b>MGT</b>	<b>686</b>	<b>Seminar in Futurism: A Scenario for America and the World</b>
<b>MGT</b>	<b>699</b>	<b>Individual Graduate Study</b>
<b>MIS</b>	<b>610</b>	<b>Seminar in Information Systems</b>
<b>MIS</b>	<b>630</b>	<b>Executive Computing</b>
<b>MIS</b>	<b>677</b>	<b>Selected Topics in Management Information Systems</b>
<b>MIS</b>	<b>699</b>	<b>Individual Graduate Study</b>
<b>MKT</b>	<b>601</b>	<b>Seminar in Consumer Behavior</b>
<b>MKT</b>	<b>602</b>	<b>Seminar in Advertising and Public Relations Strategy</b>
<b>MKT</b>	<b>603</b>	<b>Seminar in Decision Analysis</b>
<b>MKT</b>	<b>604</b>	<b>Seminar in Services Marketing</b>
<b>MKT</b>	<b>677</b>	<b>Selected Topics in Marketing</b>
<b>MKT</b>	<b>699</b>	<b>Individual Graduate Study</b>

**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 A102, 664-2157)

Chair: M. Ruoss

Faculty: T. Brady, J. Goldsmith, A. Gurnack, E. Mann,  
T. Martinez, P. Paris

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The purpose of the programs in the Department of Public Policy and Administration is to prepare students for professional leadership roles in public policy development and administration in the public, health care, human services, and non-profit sectors.

In addition to the affirmative recruitment of women, ethnic minorities and the disabled, the department strongly encourages the enrollment of practitioners in the undergraduate, graduate and certificate programs.

### **Degree Programs**

- Bachelor of Arts in Public Administration
- Master of Public Administration (MPA)
- Master of Science in Administration/Health Care Management (MSA/HCM)

### **Bachelor of Arts in Public Administration**

The Bachelor of Arts (B.A.) in Public Administration is designed to prepare undergraduate students for public service careers in government, private non-profit, health care, and volunteer organizations, as well as to upgrade the knowledge and skills of professional personnel already in such organizations.

### **Requirements for the Major in Public Administration**

**The major consists of a minimum of 83 quarter units; the B.A. requires 186 quarter units.**

#### **A. Required Lower Division Foundation Courses**

- |                 |   |
|-----------------|---|
| <b>ACC 210</b>  | <b>Accounting Perspectives (or ACC 201)</b>                                       |
| <b>ECON 100</b> | <b>The Economic Way of Thinking (or ECON 201 and ECON 202)</b>                    |
| <b>MATH 140</b> | <b>Elementary Statistics</b>  |
| <b>MIS 200</b>  | <b>Introduction to Computers and Information Systems (or approved substitute)</b> |

#### **B. Required Upper Division Core Course**

- |                 |  |
|-----------------|--|
| <b>BA 370</b>   | <b>Legal Environment of Business</b>           |
| <b>INST 375</b> | <b>Administrative Processes in Government</b>  |
| <b>PPA 400</b>  | <b>Public Management</b>                       |
| <b>PPA 476</b>  | <b>Public Human Resource Administration</b>    |
| <b>PPA 478</b>  | <b>Budgeting in Public Organizations</b>       |
| <b>PPA 490</b>  | <b>Senior Seminar in Public Administration</b> |

#### **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 and Human Services Management: PPA 416, PPA 419, PPA 504, PPA 515, PPA 519, PPA 520, PPA 530; and Public Policy Management and Planning: PPA 473, PPA 479, PPA 490, PPA 570, PPA 572.

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 Human Resource Administration and PPA 478 Budgeting in Public Organizations (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.

### **Undergraduate Students Planning to Pursue the MPA or MSA/HCM**

NOTE: Undergraduate students in PPA planning to pursue the MPA or MSA/HCM would be well advised to consider taking the appropriate Graduate Prerequisite courses as electives counting towards completion of the Bachelor of Arts in Public Administration. These courses include foundations (PPA 500 or PPA 504) and the Methods Block (PPA 501 and PPA 502). Undergraduate students may *not* take 600-level courses. Seniors may take 500-level electives, with the permission of the instructor, but such electives may *not* be counted later toward graduate requirements.



## Master of Public Administration and Master of Science in Administration

The Master of Public Administration (MPA) offers a broad program appropriate for the individual aspiring to professional administrative positions in the public, private non-profit or volunteer sectors. The program is designed to develop or enhance expertise in administration, supervision and practice geared to career preparation, enrichment and advancement. The MPA program is accredited by the National Association of Schools of Public Affairs and Administration.

### Admission to the Program

Admission standards are meant to encourage applicants showing good potential for success in professional graduate study for public service careers.

Typical standards for determining promise of academic success are:

1. possession of a baccalaureate degree from an accredited college or university;
2. a grade point average of not less than 2.5 in all undergraduate course work and not less than 2.75 in all upper division course work;
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.

### A. Foundation (Two Courses)

**INST 375 Administrative Processes in Government**  
This introductory course is required of students who lack appropriate prior coursework or experience in administration.

**PPA 500 Foundations of Public Administration (6)**  
This course serves as a prerequisite to several graduate core courses.

### B. Methods Block (Two courses)

The following two courses provide graduate competencies that are prerequisites for certain 600-level core courses. (See course descriptions for prerequisite requirements.)

- PPA 501 Analytical Methods in Administration**  
This course may be satisfied by a departmental competency examination, given by the course instructor, or by taking the course.
- PPA 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.

### C. MPA Graduate Core (Six courses)

- PPA 610 Public Human Resources Administration and Labor Relations**
- PPA 611 Public Finance and Budgeting**
- PPA 624 State, Local and Intergovernmental Management (6)**
- PPA 671 Graduate Survey of Public Policy and Administration (6)**
- PPA 680 Public Management and Organizational Change**
- PPA 691 Seminar in Public Policy Analysis**

### D. 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.

### E. 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.



## Master of Public Administration and Master of Science in Administration

### Admission to the Program

Standards of admission are the same as those for the MPA, described above.

### Graduate Requirements

At least forty-five units of approved coursework and five units of culminating activity are required. In addition, up to fifteen units of graduate core prerequisites may be required.

#### A. Foundation (Two courses)

**INST 375 Administrative Processes in Government**  
This introductory course is required of students who lack appropriate prior course work or experience in administration.

**PPA 504 Foundations of Health Care Management**  
This course serves as a prerequisite to several graduate core courses.

#### B. Methods Block (Two courses)

The following two 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**  
This course may be satisfied by a departmental competency examination, given by the course instructor, or by taking the course.

**PPA 502 Information, Control and Decision Systems in Public, Health Care and Nonprofit Organizations**

#### C. MSA HCM Graduate Core (Seven courses)

**PPA 610 Public Human Resource Administration and Labor Relations**

**PPA 611 Public Finance and Budgeting**

**PPA 618 Health Services Planning and Policy Development**

**PPA 680 Public Management and Organizational Change**

**PPA 687 Financial Issues in Health and Human Services**

**PPA 689 Legal and Ethical Issues in Health Care**

**PPA 691 Seminar in Public Policy Analysis**

#### D.

##### Electives (Two courses)

MSA students must complete two 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 515 Public Health Administration**

**PPA 520 Introduction to Grantsmanship**

**PPA 525 Administrative Law**

**PPA 530 Administration in Multicultural Settings**

**PPA 624 State, Local and Intergovernmental Management**

**PPA 671 Graduate Survey of Public Policy and Administration**

#### E. 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.

**PPA 310. Technology and Public Policy** This course examines technology as a force of social change that raises or influences public policy questions. Special attention is given to the unintended as well as intended consequences of technology in our lives. The course also examines the problem of how public policy may shape technology to meet future human needs. Areas such as space exploration, computers and nuclear energy are investigated. Cases provide the theoretical and conceptual bases for intensive treatment in group and individual presentations. (Satisfies general education requirements for an upper division course and for Goal XIII.)

**INST 375. Administrative Processes in Government** This course provides an introduction to the field of public administration and assumes no previous familiarity with the subject. Topics surveyed include the constitution, the role of government enterprises, problems of personnel, public budgeting, and alternative strategies for securing administrative responsibility. The course focuses on readings and cases involving the Federal, California, and local governments. (Satisfies the U.S. Government portion of the American Institutions requirement.)

**PPA 389. Experiential Prior Learning (Units Variable)**  
Students may be awarded experiential credit in those special cases where the life-learning experience merits the award. A maximum of 20 units may be earned. May not count for major requirements. Interested students should contact the Department Chair. CR/NC grading.



**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 471. Administration in the Justice System** This course provides an intensive analysis of the major components of the criminal justice system as well as the interrelationships between the system's primary components. Management personnel, decision-making, and planning problems faced by administrators within the justice system will be explored through guest presentations, discussion, individual and group presentations.

**PPA 473. Public Administration and the Political Process** This course utilizes readings and discussion on the functions of public administration in a democratic political system. Case studies, guest presentations, individual and group presentations explore the media, pressure group processes, and the relationships between administration and political processes in defining the public interest and responding to social conditions.

**PPA 475. Policy and Planning in the Justice System** This upper division course examines agency and planning policy development processes in various elements of the justice system with attention to their interrelationships. Techniques such as seminar guest presentations, role playing, case study analyses, individual and group presentations provide the student with practitioner-relevant strategies for planning and policy development in the justice system.

**PPA 476. Public Human Resource Administration** This course explores several of the major issues and ideas of public personnel administration: selection, promotion, pay, and discipline of civil servants; the merit system; civil service boards; collective bargaining in the public sector; and ethical problems of modern civil servants. Includes discussion of nonprofit agency personnel administration.

**PPA 477. Selected Topics in Public Policy and Administration** In-depth study of selected topic or topics not covered in regular courses are offered on a student demand basis. Topics vary each quarter; prerequisites announced for each topic. Conducted on a seminar basis.

**PPA 478. Budgeting in Public Organizations** This course provides an examination of the role of modern public budget in determining governmental policy, 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.

### **Postbaccalaureate**

**PPA 500. Foundations of Public Administration (6)** This graduate seminar introduces and examines those social/sociological, micro/macro economics, and administrative law forces and their implications that shape public administration. It discusses and analyzes the essential theories, principles, structures and trends in those areas that affect American public policy and administration, and provides a foundation for further graduate study of public administration. May be taken as a senior elective with permission of instructor.

**PPA 501. Analytical Methods in Administration** This graduate seminar provides an introduction to applied research and basic statistical techniques for decision-making in public administration and the management of health care and nonprofit agencies. The course covers experimental, quasi-experimental and nonexperimental research designs; measurement; data gathering techniques and sources, including survey research; and the evaluation and communication of research findings. The course also contains a computer laboratory component in which the student learns to use and interpret statistical procedures in the analysis of research data. The course will prepare students



for options in the graduate culminating experience. May be taken as a senior with the permission of the instructor. Prerequisite: Introduction to statistics, or permission of instructor.

**PPA 502. Information, Control and Decision Systems in Public, Health Care and Nonprofit Organizations** Articulated with PPA 501, this course takes a systems approach to organizational control and decision making and reviews applied systems theory. There are two related major subject areas. The first is public management information systems, which includes computer applications for public management and management of health care and nonprofit organizations. The second is decision support system applications in the public, nonprofit, and health care sectors; and it includes basics of network analysis, optimization models, decision theory models, forecasting models, economic and budgeting models, and program evaluation. Prerequisites are PPA 501 and MIS 200, GST 190, or equivalent course work.

**PPA 504. Foundations of Health Care Management** Using case studies and class presentations, this graduate seminar introduces and examines the internal and external political, social, economic and legal forces that affect the organization of health service. It explores health care policy innovations, the application of management theory to current health services problems, and the future of health services. May be taken as a senior elective with permission of the instructor.

**PPA 515. Public Health Administration** This seminar deals with the concepts, policies and practices of the field of public health which are expressed in the structure and process of public health programs. These are defined by geography and various levels of government. Discussions will include the evolution and development of public health services as they arose out of the gradually recognized need for community efforts to protect and promote the health of the population in a defined geographic area. This focus on the common good sets public health apart from traditional health care services primarily directed toward the individual.

**PPA 519. Social Services Administration: Volunteer, 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. Also, how to evaluate and develop alternative funding beyond grants, to include planned giving and fundraising strategies.

**PPA 525. Administrative Law** This elective seminar surveys administrative law and government regulation, the legal functions of administrative agencies, and the legal aspects of the process by which such agencies carry out their policies. It reviews the evolution of administrative authority and Title 5 of the U.S. Code, examining delegation doctrine, rulemaking, enforcement, adjudication, and judicial review. While this course focuses primarily on the federal system, it also includes an orientation on the California State Administrative law system.

**PPA 530. Administration in Multicultural Settings** This elective seminar surveys the theory and practice of effective management in multicultural contexts. The increased presence

of ethnic minorities and women within the structures of service organizations combined with increased services to multicultural communities and clients have provided challenges and opportunities to management and supervisors to reassess traditional supervisory practices. Students will explore those facets of organizational culture which are in this process of change.

**PPA 535. Minority Administrators in Government** This course explores impacts upon public policy development and administration generated by the growing numbers of minority professionals in the field, as well as the shifting minority-majority population patterns in America. Contemporary literature will be surveyed to explore the varying roles non-traditional administrators may play in representative and merit bureaucracies. Through readings, discussion and other assignments, students shall gain a greater understanding of administrative roles and issues, dilemmas and models for exploring their own roles as future public administrators in pluralist societies.

**PPA 540. Comparative Administration: Non-Western Systems** This elective seminar develops an understanding of the comparative attributes and patterns of administration in non-Western cultures which operate in widely differing economic, socio-cultural, political-legal, education and technological contexts. The student will explore, identify, and evaluate similarities and differences among the variables associated with administrative effectiveness that may lead to a better understanding of administrative effectiveness in the non-Western world.

**PPA 560. Alternatives to Bureaucracy** 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 596. Advanced Analytical Methods in Public Administration** This elective seminar studies advanced data collection and analysis techniques in public, nonprofit and health care ap-



lications. Beginning with a review of basic probability and inferential statistics, the course will examine survey research and the application of multivariate statistical techniques in analysis related to research and decision-making. The course will employ SPSS, and will culminate with a research project involving a local agency.

**PPA 599. Individual Graduate Study (Units Variable)**

Supervised investigation of an approved project leading to a written report. Project selected in conference with instructor in area of major interest; regular meetings to be arranged with instructor. Department determines application and number of units. May only be used for elective credit.

**Graduate**

**PPA 610. Public Human Resources Administration and Labor Relations**

This graduate core seminar provides an in-depth study of the personnel and civil service systems in the federal, state and local governments and in nonprofit and health care organizations. Review of the methods of recruitment, promotion, discipline, and termination are explored through case studies, discussion, and simulations. Contemporary issues in collective bargaining and labor relations are extensively explored.

**PPA 611. Public Finance and Budgeting**

This graduate seminar provides a survey of current public policies, principles and issues of public finance and budgeting. It discusses the economic functions and goals of the public sector. It examines public fiscal policy and institutions, revenues and taxation, public sector debt, and public budgeting trends, techniques and issues. It is recommended that students have completed PPA 501 and 502 before taking this course.

**PPA 618. Health Services Planning and Policy Development**

This MSA core seminar explores government's involvement in and regulation of health and human services emphasizing the political, environmental, economic, and social factors influencing health services planning. The course provides individuals the opportunity to develop skills in conducting strategic planning within the health care system. It explores policies and comparative health services approaches used to guide the organization in meeting its mission and mandates.

**PPA 624. State, Local and Intergovernmental 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 687. Financial Issues in Health and Human Services**

This graduate seminar provides a comprehensive analysis of financial methods related to the management and control of health care and human service institutions; the use of cost efficiency techniques; budgeting and financial planning; and the application of third party reimbursement through insurance, Medicaid and Medicare.

**PPA 689. Legal and Ethical Issues in Health Care**

This is a graduate seminar exploring legal and ethical issues in health care policy and administration. The legal aspects consist of constitutional issues, laws, administrative regulations, and court interpretation. Exploration of ethical issues will include a look at moral systems, identification of ethical principles and the introduction of analytical techniques to help in choosing alternative decisions and actions. The interplay between legal and ethical elements will be emphasized.

**PPA 691. Seminar in Public Policy Analysis**

This integrating MPA capstone graduate seminar focuses on initiation, formulation, and implementation of public policies. Explores policy models and policy analysis purposes and methodology. Selected contemporary policy areas such as energy, the environment, criminal justice, welfare, education, foreign policy and defense are explored. Includes an overview of political, legal, economic, and social institutions and their impact on public policy. Prerequisite: PPA 500, 501, 502.

**PPA 692. Seminar in Health Care Policy Analysis**

This integrating capstone MSA graduate seminar focuses on initiation, formulation, and implementation of health care policies. Explores policy models, health policies, and policy analysis purposes and methodology. Includes an overview of political, legal, economic and social institutions and their impact on health care policy. Prerequisite: PPA 500, 502.

**PPA 698. Culminating Activity (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 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.



## **External Degree Program Courses**

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### **External Degree Program Courses**

The School of Business and Public Administration offers a Bachelor of Science in Business Administration and Master of Science in Administration through an external Degree program in the Ridgecrest/China Lake, California area. The following courses are designed for the Master of Science in Administration External Degree program and will not be offered at the Bakersfield campus.

**ADM 572. Science, Technology and Administration** An exploration of the interrelationship of science, technology, and government from a values and policy perspective. Includes the topics relating to the management and evaluation of research and development.

**ADM 577. Selected Topics in Administration** Designed to present in-depth studies on a selected topic in administration not covered in existing courses.

**ADM 600. Seminar in Management** Examination and application of theories and concepts pertaining to the effective acquisition, allocation and utilization of resources—human, financial and material pursuit of organizational objectives. Deals with the functions of management, including planning, organizing, controlling, directing and staffing of complex organizations, as well as the processes of management, including leadership, decision-making, and communication.

**ADM 620. Financial Decision-Making in Organizations** Public sector project appraisal; cost benefit analysis, estimating and forecasting revenues and costs, project planning and auditing, productivity measurement, debt administration, idle funds management and decision-making under uncertainty.

**ADM 690. Seminar in Administration** This course is designed to integrate concepts and techniques for the core courses within a broader framework. Designed to sharpen analytical and communication skills. Course requirements include program culminating activity for the masters degree.

**MIS 610. Seminar in Information Systems Management** An examination of contemporary issues related to the management and utilization of computer-based information systems. Topics include analysis, design, and implementation of an information system, management of EDP and information systems, and future impact of computer technology on information systems and organizations.

**PSYCH 602. Seminar in Organizational Psychology** Examination and application of theories and concepts pertaining to the behavior of individuals in contemporary work organizations. Deals with those factors which affect positively and negatively the ability of individuals and groups of individuals to work effectively within the structure and climate of complex organizations. Topics deal with issues associated with individual values, beliefs, attitudes and expectations as they affect the management processes, including leadership, decision-making, and communication.

**ENG 577. Technical and Report Writing** Intensive practice in technical documentation with emphasis on formal and informal reports such as Recommendation reports, Justification reports, Research reports, Periodic reports, Letters and Proposals.







## School of Education

(DDH B100, 664-2219)

Dean: B. Greathouse

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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



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, bilingual education, English and special education and at schools serving large populations of students from low-income families. In an effort to encourage people to enter the teaching profession in the above designated shortage areas, the Legislature created the Assumption Program of Loans for Education (APLE). This program is a competitive teacher incentive program designed to attract outstanding students to the teaching profession. Under provisions of the APLE program, the Commission may assume up to \$8,000 in outstanding student loan balances. For more information on the APLE program, contact the School of Education (DDH B100, 664-2219).



## Advanced Educational Studies Department

(DDH CC217, 664-3055)

Chair: G. Calhoun

Faculty: T. Arciniega, C. Barrett-Kruse, R. DeVillar  
G. Hibbard, G. Gallegos, E. Martinez, J. Morales-Flores,  
L. Ost, K. Ritter, R. Serrano, R. Sethi, J. Skouge,  
J. Webb, W. Webster, L. Wildman

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 K-12 levels, the pupil personnel services approved by the Commission as designated on the credential. Passage of CBEST is required for admission.

### Requirements for Preliminary Administrative Services Credential

#### Prerequisites:

- |           |                                   |
|-----------|-----------------------------------|
| 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  
 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 Language Arts 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



## Education

- 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 and Instructional Function  
ED-SP 653 Resource Specialist III—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 program in California or those who hold an equivalent credential to the Preliminary Credential from states that have a reciprocity agreement with California.

### **Pupil Personnel Services**

The Master of Arts degree with a concentration in Pupil Personnel Services is designed primarily as a degree for students working toward the Pupil Personnel Services (PPS) Credential which authorizes one for K-12 counseling. The M.A. program consists of 46 quarter units which provide a balance between theory and practice in preparing individuals to function effectively in educational settings. This degree also can be tailored to fit other purposes.

### **Special Education, General**

The master's degree concentration in Special Education is individually designed to reflect the student's interests in the areas of Severely Handicapped, Learning Handicapped or Resource Specialist. In addition, two state recognized credentials and one certificate can be earned. These professional certifications are the Severely Handicapped and Learning Handicapped credentials and the Resource Specialist Certificate. Technological applications and multicultural considerations are emphasized in all programs.

### **Requirements for the M.A. Degree Concentration in Bilingual/Cross Cultural Education**

#### **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)

#### **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):

- 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

ED-EC 545 Human Development: A Lifespan Perspective

ED-EC 644 Early Childhood Education Field Experience 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-CI 516 Foundations of American Education
- ED-CI 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



## Education

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 51 units of core courses in Counseling. In addition, they complete 39 units within their area of specialization. Students must select one of the three options described below.

**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)

A. The Counseling Program admits new students once a year for the subsequent fall quarter. Application packets must be received in the Education Graduate Studies Office (DDH/BB212) before the Spring deadline. Incomplete files will not be considered for Fall admission.

Only complete application packets will be accepted in the Graduate Studies Office. It is the responsibility of the applicant to make certain that the packet is complete and contains the following items:

1. A copy of student's California State University Supplemental Application for Graduate or Postbaccalaureate Admission (Part B) (available in the CSUB Admissions Office, SS105; 664-3036).

2. A copy of the letter from CSUB admitting student to Graduate or Postbaccalaureate study. (Note: This admission does not constitute admission to the Counseling Program.)
3. A copy of all undergraduate and graduate transcripts (unofficial is acceptable).
4. A formal application to the CSUB Counseling Program (available in the CSUB Graduate Studies Office, DDH/BB212; 664-3193).
5. A detailed typewritten narrative autobiography in which students provide insight into themselves as persons and as prospective professional counselors. Experiences with people from diverse ethnic, cultural and socioeconomic backgrounds should be specifically highlighted. The last section of this autobiography should discuss the reasons, academically and personally, why the applicant should be chosen for admission into this program.
6. Three sealed letters of recommendation with the signature of the writer across the flap. These letters may be from former associates, employers, college instructors, or from persons in the helping professions who know student's academic and professional abilities well. They should be reminded to follow the instructions on the form.
7. Signed and dated Consent to Be Observed or Tape Recorded and Statement of Informed Consent form (in Admissions Information packet, DDH/BB212).
8. Prerequisite and test information (submit all that apply to degree or credential specialty):
  - a. All applicants:
    - A minimum overall cumulative undergraduate and graduate grade point average of 2.75 or higher (circle on enclosed transcript)
    - ED-CS 400, Introduction to Counseling (grade of B or better; B— is not acceptable) (circle on enclosed transcript; course may be in progress Spring quarter)
    - Passing score of nine (9) on the Upper Division Writing Competency Examination (register for examination with CSUB Testing Center, 664-3373) or English Department clearance (FT 202A, 664-2144)
  - b. All M.S. applicants (except School Counseling):
    - Passing score on Measurement Competency Examination or Psychology 429, Psychological Tests and Measurements (circle on enclosed transcript)
  - c. M.S./M.F.C.C. applicants (and career applicants when program is in operation):
    - Psychology 315, Abnormal Psychology (taken after 1980) (circle on enclosed transcript; course may be in progress Spring quarter)
  - d. Pupil Personnel Services (PPS) Credential (alone or in combination with an M.S. or M.A. degree):
    - A cumulative passing score of 123 on the California Basic Educational Skills Test (CBEST). All three sections must be passed. (Register for examination with CSUB Testing Center, 664-3373)
    - Certificate of Clearance (See Credential Analyst, DDH/BB210, 664-3074) or
    - A copy of current teaching, specialist, or services credential.



- B. Until a student is admitted (Conditionally Classified graduate standing) to the Counseling Program, no ED-CS (Counseling) courses with the exception of ED-CS 400, Introduction to Counseling, may be taken. Additionally, prospective students may take prerequisite, educational core, or related courses.

### 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 Classification in the Counseling Program are delayed until students have a chance to determine if this program meets their personal and career needs and faculty have an opportunity to evaluate the performance of the student as a professional counselor. This decision is made after completion (with a 3.0 G.P.A.) of:

—ED-CS 500, Practicum: Human Communication I  
(Students are encouraged to repeat ED-CS 500 throughout the program as often as desired.)

—An additional 8 units from the student's program of studies

### 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 601	Special Topics in Counseling: Chemical Dependency
ED-CS 602	Special Topics in Counseling: Abuse and Battering
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.

(This focus on the practitioner's sense of self and personal qualities is consistent with Chapter 13, Marriage, Family and Child Counselors, Sections 4980.37(d) and 4980.41(5), Division 2 of the Business and Professions Code; and Section 11A, 8A and 8B, and 11B, 1C, of the Council for Accreditation of Counseling and Related Educational Program Standards.)

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
or	
ED-CS 532	Assessment for school counselors
*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** (48 quarter units, excluding prerequisites, required)

#### Prerequisites:

ED-CS 400 Introduction to Counseling  
ED-RS 680.001 Educational Statistics

#### Required Courses:

*ED-CS 500	Practicum: Human Communication I
ED-CS 505	Cross Cultural Counseling
ED-CS 510	Developmental Counseling: Children and Adolescents
ED-CS 520	Professional Ethics
ED-CS 525	Legal and Professional Issues: School Counseling
ED-CS 532	Assessment for School Counselors
ED-CS 601	Special Topics in Counseling: Chemical Dependency
ED-CS 602	Special Topics in Counseling: Abuse and Battering
*ED-CS 605	Theories of Counseling
*ED-CS 640	School Counseling



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*ED-CS 645	Techniques in School Counseling
ED-CS 650	Group and Consultation Interventions in School Settings
ED-CS 670	Career Counseling
*ED-CS 693	Counseling Case Analysis
*ED-CA 693	Counseling Internship

**Master of Science Degree** (90 quarter units, excluding prerequisites, required)

### Prerequisites:

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 (School Counseling option takes ED-CS 532)
ED-CS 601	Special Topics in Counseling: Chemical Dependency
ED-CS 602	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 IIA
*ED-CS 630.001	Practicum: Human Communication IIB
*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 532	Assessment for School Counselors
*ED-CS 610	Theories of Family Counseling
*ED-CS 640	School Counseling
*ED-CS 645	Techniques in School Counseling
ED-CS 650	Group and Consultation Interventions in School Settings
ED-CS 670	Career Counseling
*ED-CS 675	Techniques in Career Counseling
Psych 540	Human Sexuality I
ED-SP 501	Introduction to the Education of Exceptional Children and Youth
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
*ED-CS 630.001	Practicum: Human Communication IIB
*ED-CS 635	Theory and Practice of Consultation

### Career Development Counseling\*\*

ED-CS 515	Developmental Counseling: Adulthood and Aging
ED-CS 527	Legal and Professional Issues: Career Counseling
*ED-CS 630.001	Practicum: Human Communication IIB
*ED-CS 635	Theory and Practice of Consultation
*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

\*\* This option not offered in AY 1991-92.

## 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, focus on the concepts of cultural pluralism, multicultural education, and cross-cultural education, and include observations within bilingual/cross-cultural and/or multicultural classrooms.

### ED-BI 476. Introduction to English as a Second Language

**(3)** A survey and discussion of the basic philosophy and methods associated with English as a second language. E.S.L. curriculum materials will be presented for bilingual/cross-cultural classrooms and E.S.L. classrooms. There will also be an emphasis on creating the most successful E.S.L. classroom instructional climate in order to fully meet the needs of linguistic minority learners from various linguistic backgrounds.

### INST 486. Educational Anthropology (formerly Education

**589)** A study of American education from cultural perspective. The application of anthropological theories and methodologies to the study of education.

### 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 Spanish is 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 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 English as a Second Language is required or permission of instructor.

**ED-BI 540.001. Observation and Participation in Bilingual/Cross-Cultural 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/Cross-Cultural 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 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 monolingual students in a variety of classroom climates.

**ED-BI 636. Seminar in Bilingual/Cross-Cultural 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** 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)** 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), socioeconomics, gender, orientation, religion, relationship status, disability, and demographics.

**ED-CS 510. Developmental Counseling: Children and Adolescents** This course explores the developmental issues and tasks of normal biological, psychological, and social processes during childhood and adolescence. Disruption of normative development and issues and a variety of approaches for counseling with children and adolescents from different cultural backgrounds will be discussed.

**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.

**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.



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**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 532. Assessment for School Counselors (4)** This course surveys selected assessment instruments, including standardized tests and other programs and techniques commonly used by California elementary and secondary school counselors to evaluate individuals and groups. Special attention is paid to cultural and ethnic factors that bear upon academic assessment and achievement. A major thrust will be upon the selection, administration and interpretation of instruments appropriate to academic, career and personal/social counseling. Methods for early identification of students at risk, as well as the assessment of limited English-proficient (LEP) students will be discussed. Prerequisites: Conditionally Classified standing in the Counseling Program; ED-RS 680.001.

**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. Prerequisite: Psychology 540.

**ED-CS 590. Special Problems in Counseling (2-5)** A review and analysis of specific topic areas in counseling. May be repeated with different topics; permission.

**ED-CS 601. Special Topics in Counseling: Chemical Dependency (2) (formerly ED-CS 600.001)** This course meets the requirements established by the Board of Behavioral Science Examiners for MFCC licensing. It also meets the requirements established by the Board of Medical Quality Assurance for Psychologist licensing. The focus is upon various aspects of alcohol and drug abuse and dependency. Etiology, diagnosis, treatment, family, medical and legal issues, and community resources will be discussed.

**ED-CS 602. Special Topics in Counseling: Abuse and Battering (1) (formerly ED-CS 600.002)** This course focuses upon the assessment of violence in families and in relationships. A major emphasis is on physical, emotional and sexual abuse of children, the elderly and in partners in intimate relationships. Abandonment, battering, rape, incest, general and severe neglect, willful cruelty, corporal punishment and injury, and abuse in out-of-home care will be discussed. The legal procedures for timely reporting of such victimization will be included.

**ED-CS 603. Special Topics in Counseling: Spirituality (1) (formerly ED-CS 600.003)** This course focuses upon the role of the counselor in assisting clients to resolve the spiritual issues of meaning and value that arise in the counseling process. Spiritual issues specific to adult transitions will be discussed.

**ED-CS 604. Special Topics in Counseling: Loss (1) (formerly ED-CS 600.004)** This course focuses upon loss and the human experience. Cycles and processes of loss will be highlighted. Issues related to loss throughout the life span will be discussed.

**ED-CS 605. Theories of Counseling (4)** This course focuses upon basic concepts and theoretical models of counseling that can be used to intervene therapeutically with couples, families, adults, children, and groups. Applications of each perspective across the life span are discussed. Prerequisite: Advancement to Candidacy in Counseling Program.

**ED-CS 610. Theories of Family Counseling** This course focuses upon the major theoretical psychotherapeutic orientations relative to relationships and family counseling. The psychodynamics of relationships and family systems, communications theory, and the role of family patterns and interactions in the individual and the family will also be discussed. Cross-cultural issues will be addressed. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 605.

**ED-CS 615. Techniques in Family Counseling (3)** This course focuses upon the development of counseling skills based upon the theoretical perspectives of family counseling. Clinical experiences in assessment and implementation will be provided by means of observation, demonstration and practice. Prerequisite: ED-CS 610.

**ED-CS 620. Group Counseling (4)** The focus of this course is the clinical process of group facilitation. Students will become familiar with the literature related to small groups and engage in experiential activities designed to relate the clinical process to theoretical explanations. Prerequisite: Advancement to Candidacy in Counseling Program; 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)** 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 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 650. Group and Consultation Interventions in School Settings** This course focuses upon the theory and skills necessary for effective group and consultation interventions in multicultural educational settings. It is designed to enable school counselors to establish the conditions necessary for primary and secondary change in such settings. In two meetings weekly, the course will deal one day with group interventions and another with consultation interventions. Prerequisites: Advanced to Candidacy in Counseling Program; ED-CS 645.

**ED-CS 670. Career Counseling (4)** This course focuses upon the processes of career development and counseling through the life span. Included will be emphasis on theories of career counseling, culturally different populations, the interface between the individual and the organizational climate, and the resources utilized in the career counseling process.

**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, interpretation of interest, aptitude and value tests, and career planning for women, the culturally different, economically disadvantaged, adults in transition, the physically limited, and the developmentally disabled will be provided through observation, demonstration, and practice. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 670.

**ED-CS 680. Counseling in the Workplace (4)** This course focuses upon appropriate knowledge and helping skills associated with comprehensive counseling and career development services offered employees within a variety of work settings. It will examine the manner in which a career development orientation can serve as a pragmatic basis for integrating employee assistance and vocational services into the total human resource development plan of an organization. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 670.

**ED-CS 693. Counseling Case Analysis (1)** This course accompanies Counseling Internship. It focuses upon case analyses and demonstrations relevant to field related experiences. Issues related to professional development will be discussed. Students must enroll in this laboratory each quarter they are enrolled in Counseling Internship. Offered for CR/NC only. Prerequisite: Advancement to Candidacy in Counseling Program; concurrent enrollment with ED-CA 693, Counseling Internship; permission.

**ED-CS 693.001. Counseling Case Analysis II (1)** A continuation of ED-CS 693, Counseling Case Analysis.

## 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 443. Supervision and Administration of Early Childhood Education** The planning, supervision and administration of early childhood programs in local districts and private institu-

\*\* 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.)



tions including employer-sponsored preschool programs. The laws and regulations governing early childhood education in California are considered. Procedures for evaluating early childhood programs in terms of the objectives of sponsoring institutions and the guidelines from regulatory agencies are included.

**ED-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 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

The following courses meet the requirements for the Preliminary Administrative Credential and master's degree and are prerequisites for culminating activities ED-CA 695.001, ED-CA 695.002, and ED-CA 695.003.

**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.

The following are basic courses leading to the Professional Administrative Services Credential.

**ED-AD 680. Theory and Planning in Complex Organizations (3)** A policy-level analysis of theory and application related to all phases of theory on complex organizations. Strategy related to long-term, short-term, and strategic planning to relate theory to practice will also be emphasized.

**ED-AD 681. Instructional Leadership (3)** Elements of instructional leadership, particularly those at the district-wide level, will be emphasized. Elements that will be included will be a means by which state priorities such as new curriculum standards or changing college and university entrance requirements are implemented and their implications for school/district policy decisions.

**ED-AD 682. Management and Development of Human Resources (3)** Effective use of human resources and long-range planning relating to recruitment and development at the school/district level will be emphasized. Programs for developing district management personnel as well as school-level personnel will be covered.



**ED-AD 683. Legal and Political Policy Analysis (3)** Court decisions and legislative enactments at the state and national level will be analyzed as to their implications as to school-level policy decisions. Activities relating to school/district intervention at the state policy level will also be investigated.

**ED-AD 684. Fiscal Policy Planning and Management (3)** Analysis of raising and allocating resources. Resource forecasting and allocational planning for human resources as well as materials, equipment, and buildings will be analyzed.

**ED-AD 685. Managing and Policy in Multi-cultural Settings (3)** The unique understandings necessary to meet the educational and social needs of culturally different children and the implications these needs have for policy decisions as they relate to both fiscal and human resources will be thoroughly analyzed.

The following are all field work experiences for the Professional Administrative Credential only.

**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.

**INST 486. Educational Anthropology** 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** Basic characteristics, needs and sociolinguistic necessities of exceptional children. Survey of existing constraints, facilities, personnel, and curricula for the exceptional children. Current and future special educational services will be discussed in terms of the concept of mainstreaming, the California Master Plan, and the federal P.L. 94-142. This course is required to clear the fifth year mainstreaming component for multiple subjects and single subject credential candidates. Prerequisite: Preliminary basic teaching credential or admission to a basic credential program.

**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 and curriculum-based assessment.

**ED-SP 529. Vocational Education and Transition for Exceptional Students** Curriculum, program administration, services, and legal aspects of vocational education and training for exceptional children, including occupational information and counseling, work evaluation and adjustment principles.

**ED-SP 540. Special Education/Remedial Strategies in Mathematics Instruction** Remedial and special education students manifest severe discrepancies between their measured



intellectual potential and their academic achievement in mathematics. This course focuses on two special/remedial education options in mathematics: strategies to experiment with carefully sequenced developmental remediations; and problem-solving techniques to develop compensatory tools when remediation is for some reason inappropriate. Emphasis will be given to research on microcomputers and other technologies as aids in (a) assessing progress, (b) presenting carefully structured remedial tasks, and (c) permitting compensatory solutions in mathematics learning situations (i.e. calculators).

**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 Language Arts Instruction** Remedial and special education students manifest severe discrepancies between their measured intellectual potential and their academic achievement in language arts. This course focuses on two special/remedial education options: strategies to experiment with carefully sequenced developmental remediations; and problem-solving techniques to develop compensatory tools when remediation is for some reason inappropriate. Emphasis will be given to research on microcomputers and other technologies.

**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 (2)** 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), including strategies to promote cross-cultural communication and English as a second language (ESL).

**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 (5 or 10)** 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 (5 or 10)** Provides advanced field supervision for competency certification for LH teachers who are teaching on emergency LH credentials. The teachers in training have the responsibility to plan and organize 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 (3)** This course focuses on the administration and interpretation of norm-referenced and criterion-referenced measures (1) to assess current levels of performance of the severely handicapped and (2) to write a sequence of measurable IEP objectives. Skills in direct behavioral measurement strategies and interdisciplinary professional team communication of assessment results will be emphasized.

**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** 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 and Instructional Function** Analysis of the resource specialist's role in utilization of evaluation data for the modification of instruction and curriculum. Emphasis will be on assessment consultation with regular classroom teachers and on coordination of referral and assessment procedures. The coordination and follow through from assessment to instruction will be emphasized. This instructional function will be divided into two areas, one focusing on curriculum competencies and the other focusing on behavior management competencies.

**ED-SP 653. Resource Specialist III—Communication Strategies to Facilitate Staff Development and Parent Education** 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 excep-

tional needs by regular classroom teachers and peers and on strategies to enhance parent education, including the assessment of staff development inservice needs. The RSP's role in instructional coordination, consultation, staff development, and parent education will be focused in one or more content areas.

**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, P. Skehan, S. Tobin, K. Welter, J. Whitley

The purpose of the Bachelor of Science degree in Physical Education is to develop and impart to students in an integrated, orderly and logical sequence, a fundamental understanding of individuals as they engage in physical activity. The body of knowledge covered by courses in the major, which require prerequisite courses in the traditional academic fields, is designed to provide students with tools to analyze physical performance and sport from a number of different viewpoints: biological, mechanical, historical, social, etc. While the general approach to study in these areas emphasizes the utilization of theoretical principles and scientific information, practical application is stressed.

Students who complete the major will be prepared for teaching and coaching positions in the public schools. Anyone interested in a public school position should consult with an advisor during the first quarter of the junior year concerning teaching credential requirements.

NOTE: The Physical Education Department offers a variety of physical education activity courses (150 series) on a credit/no credit basis to all students. (Not a requirement of the major.)

Students who began their college curriculum in the fall of 1979 or thereafter will be limited to 8 units of credit in Physical Education 150 or equivalent activity courses which may be applied toward graduation. Students may repeat the same activity course for credit (up to the maximum of 8 units of activity courses).

### Requirements for the Major

Students interested in majoring in Physical Education should obtain general information about the program early in their lower division career. After declaring a major in Physical Education, they should meet with their advisor to plan a course of study.

1. The following courses will be required:

Physical Education 200	Perspectives in Physical Education (3)
Physical Education 211	Professional Activities Series (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	Elementary School Physical Education (3)
Physical Education 470	Administration of Physical Education and Athletic Programs (3)
Physical Education 490	Senior Seminar in Physical Education (5)

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 chair of 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.

- 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)
- The following courses will be required:

Physical Education 402	Practicum in Adapted Physical Education (5)
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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:
- Ryan Single Subject (P.E.)
  - Standard ECE, P.E. Major
  - Standard Elementary, P.E. Major
  - Special Secondary P.E.
  - General Secondary, P.E. Major
  - Junior High, P.E. Major

### Courses

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

### Experiential Prior Learning

Credit for prior work experience is available in the Department of Physical Education:

Physical Education 289/489.	Experiential Prior Learning (variable units)
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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 211.040.	Professional Activities: Self-Defense

**Physical Education 250. Intercollegiate Sports (2)** Daily instruction in intercollegiate activities. May be repeated for credit according to season. Field trips required. Five meetings per week. Prerequisite: Permission of the instructor.

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.



## Education—Physical Education

### **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 360. Theory and Practice of Coaching Soccer

**Physical Education 362. Sports Officiating (2)** Theory and practice of officiating sports in programs in the schools. Lecture, demonstration, and practice leading to certification or local rating. Modules of instruction selected from the following: basketball, volleyball, softball/baseball.

### **Physical Education 370. Advanced Coaching Series (2–5)**

Advanced study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis on practice and event preparation, individual and team fundamentals, offensive and defensive techniques, strategies, motivation, training and conditioning, and program administration and evaluation. Lecture, 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. Prerequisite: Human Physiology.

**Physical Education 405. Motor Development** A study of the relationship between physical growth, motor development and motor performance of individuals from infancy through adolescence, with emphasis on age and sex differences. Lecture and discussion.

**Physical Education 406. Sports Medicine** A study of selected topics related to sports medicine with application for athletics, personal fitness and health. Emphasis is on studying various methods of training and types of diet on specific sport activities and health-related aspects of cardiorespiratory fitness. Written and oral reports, based on current information from the research literature, will be required. Lecture, discussion and laboratory demonstration. Prerequisites: PE 404 and senior standing.

**Physical Education 410. Movement Education** A study of growth and development, large muscle activity, movement exploration, rhythms and self-testing as they related to the total learning of the elementary school child. Emphasis is placed on the preparation of teacher candidates for instruction in movement education.

**Physical Education 412. Elementary School Physical Education (3)** This course is designed to provide the elementary school teacher with fundamental understandings of the purposes of physical education, rationale for activity selection, strategies for teaching basic movement skills and group play activities ap-



appropriate for grades Kindergarten through sixth. Additionally, innovative and contemporary trends in curriculum will be presented (i.e., perceptual-motor training, noncompetitive games, relaxation), and movement experiences for the exceptional child. A portion of the class meetings will provide opportunity for peer-teaching in which the focus will be on appropriate selection of activities and methods of instruction.

**Physical Education 420. Sport Sociology** A study of the relation of play, sport and physical activity to social process, function and structure, through the use of sociological concepts. Lecture and discussion.

**Physical Education 430. Women in Sport** A multidisciplinary analysis of the problems, patterns, and processes associated with the sport involvement of women in our culture. Reflects changing trends in education and society, including current legislation and feminist ideas. Students of both sexes are welcome to participate.

**Physical Education 435. Recreation and Leisure Services** An orientation to the field of recreation and leisure services, including an overview of the history and development of the recreation profession.

**Physical Education 440. Recreational Leadership** An examination of the theoretical and philosophical basis for leadership 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: E. Page

Faculty: C. Barrentine, R. Brie, E. Dave, P. Folkerth, A. Garcia, D. Georgi, R. Hughes, M. Ice, L. Kellenberger, D. Moody, J. Morales-Flores, J. O'Connor, L. Ost, B. Schaudt, S. Sparling, D. Turner, J. Wilson (on leave), E. Yates-Hendrix

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 FOR PRELIMINARY CREDENTIAL

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.

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.

Students in the Multiple Subject and Single Subject preliminary Credential programs should not take any additional courses outside of their credential program without specific approval, in writing, by the director of the program and an advisor.

Changes are occasionally made in course units, numbers and content. Students must check with the Student Teaching Office for specific program requirements.

### Advising

In consonance with University policy, all undergraduate students seeking the Single Subject or Multiple Subject credential are assigned to advisors in the area of their undergraduate major for counseling regarding general education, majors and minors, and electives. Students are urged to work very closely with their advisors and should note that credential requirements and procedures are continually being reviewed and are subject to change. Students who are planning to qualify for credentials or are planning to enroll in professional education courses should seek information regarding their program from the Student Teaching Office of the School of Education. (DDH BB209, 664-3075)

### Approved Single- and Multiple-Subject-Degree Waivers

The following table includes a cross-listing of the degree majors approved by the Commission on Teacher Credentialing for degree examination waiver purposes for each credential:

<i>Credential</i>	<i>Degree Major</i>	<i>See Page</i>
Multiple Subjects:		
Child Development	BA-Child Development .....	102
Liberal Studies	BA-Liberal Studies .....	106
Single Subject:		
Art	BA-Fine Arts .....	157
Business Education	BS-Business Administration .....	226
English	BA-English .....	146
Foreign Languages	BA-Spanish .....	167
Music	BA-Fine Arts .....	161
Physical Education	BS-Physical Education .....	268
Mathematics	BS-Mathematics .....	179
Physical Science	BS-Physics .....	196
	BS-Chemistry .....	128
Life Science	BS-Biology .....	124
Social Sciences	BA-Anthropology .....	221
	BA-Economics .....	143
	BA-Political Science .....	205
	BA-Psychology .....	210
	BA-Sociology .....	217
	BA-History .....	173
History	BA-History .....	173
Government	BA-Political Science .....	205

### 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 or be in the last quarter of 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 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 assessment and a credential program.

### Admission to Basic Credential Programs

A student must be admitted to the University in order to make application to the professional teacher education and credential program. Before being permitted to enroll in a credential program, the student must have made formal application, been screened according to established criteria, and been formally admitted to teacher education through the School of Education. Students may apply as early as the last quarter of their sophomore year or any time thereafter. Students may be required to complete 15 quarter units at CSUB before being fully admitted to the program.

A committee will review information concerning the applicant's intellectual resources, command of fundamental skills of communication, scholarship, personality and character suited to teaching, many-sided interests, health, and relevant experiences. Detailed information concerning the criteria and the procedures for admission must be obtained in the Student Teaching Office (DDH BB 209).

### Curricular Sequence for Multiple Subject Credential Candidates

Students may begin the Multiple Subject program in fall, winter, or spring quarters.

#### 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
PED 412	Elementary School Physical Education

#### General Studies 190/390 Microcomputers

The course sequence for students wishing to receive a credential to teach in the elementary schools in California or in a multiple subjects classroom in pre-school, kindergarten, or grades 1 through 12 is as follows: (units in parentheses)

Phase I	ED-EL 401	Classroom Organization, Management, and Discipline (2)
	ED-EL 411.001	Educational Psychology (2)
	ED-EL 411.002	Introduction to Teaching Multiple Subject (3)
	ED-EL 422.002	Curriculum and Instruction of Elementary Mathematics (3)
	ED-EL 423	Teaching Reading in the Elementary School I (3)
	ED-EL 308	Laboratory Experience—Multiple Subject
Phase II	ED-EL 422.001	Curriculum and Instruction of Elementary Language Arts (2)

	ED-EL 424	Teaching Reading in the Elementary School II (2)
	ED-EL 433.001	Curriculum and Instruction of Elementary Social Studies (2)
	ED-EL 441.001	Seminar: Student Teaching Multiple Subject I (1)
	ED-EL 441	Student Teaching Multiple Subject I (8)
Phase III	ED-EL 433.002	Curriculum and Instruction of Elementary Science (2)
	ED-EL 442.001	Seminar: Student Teaching Multiple Subject II (1)
	ED-EL 442	Student Teaching Multiple Subject II (14)

Phase IV Fifth year requirements and electives as necessary to complete the professional and clear credential programs.

### Multiple Subject Student Teaching

Students seeking the Multiple Subject credential will enroll in two quarters of student teaching (ED-EL 441 and ED-EL 442) and concurrently enroll in the student teaching seminars (ED-EL 441.001 and ED-EL 442.001). Student teaching is arranged by the program faculty so candidates have a teaching experience in a setting that is culturally different from themselves and with students at two different grade levels. At least one experience must be in public schools.

Student teaching is a rigorous experience to which candidates are expected to devote substantial time and energy. Candidates involved in student teaching must keep their schedules free of other commitments during periods of school responsibilities. In addition, outside responsibilities must be limited during student teaching. This includes work responsibilities and coursework not directly related to the credential program.

Requests for placements are required by the second week of quarter preceding student teaching.

### Bilingual 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



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- 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 CSUB 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. (Units are in parentheses)

Phase I	ED-EL 411.001	Educational Psychology (2)
	ED-EL 411.002	Introduction to Teaching Multiple Subject (3)
	ED-EL 422.011	Curriculum and Instruction of Elementary Bilingual Language Arts (Bilingual Emphasis only) (2)
	ED-EL 422.002	Curriculum and Instruction of Elementary Mathematics (3)
	ED-EL 423	Teaching Reading in the Elementary School I (3)
Phase II	ED-EL 308.010	Multiple Subject Laboratory Experience for Bilingual Emphasis Students (1)
	ED-EL 401	Classroom Organization, Management and Discipline (2)
	ED-EL 424.010	Teaching Reading in Bilingual Elementary School Settings II (2)
	ED-EL 433.001	Curriculum and Instruction of Elementary Social Studies (2)
	ED-EL 441.001	Seminar: Student Teaching Multiple Subject I (1)
Phase III	ED-EL 441	Student Teaching Multiple Subject I (8)
	ED-EL 433.002	Curriculum and Instruction of Elementary Science (2)
	ED-EL 442.001	Seminar: Student Teaching Multiple Subject II (1)
	ED-EL 442	Student Teaching Multiple Subject II (within a Bilingual/Cross-Cultural classroom) (14)
	Phase IV	Electives as necessary and desired to complete professional and credential programs.

### Curricular Sequence for Single Subject Credential Candidates

Students may begin the Single Subject program in the fall or spring. Application will be completed while taking ED-SE 400. Students are advised to check on program admission requirements (below) before taking ED-SE 400.

All admissions requirements, including ED-SE 241 and ED-SE 400 must be completed before Phase I classes can be taken.



Phase I courses are offered after 3:30 p.m. Students may not proceed to Phase II until they have completed all Phase I courses with a minimum 3.0 GPA. Special Methods may only be offered in the winter quarter, and thus may be taken when available.

Winter 1992 is the last time Phase I will be offered in the winter quarter.

### Admission Requirements

Pass CBEST (contact Testing Center for information)  
Have a GPA in the upper half of undergraduate students in the candidate's area of degree work  
General Studies 190 or 390 Microcomputers (2)  
ED-SE 241 Early Field Experience (2)  
ED-SE 400 Subject Matter Assessment and pass assessment (3)  
Interview with program faculty  
Pass Upper Division Writing Competence or equivalent (contact English Department advisor)  
Complete subject matter waiver (contact subject matter advisor) or pass NTE in subject area (contact Testing Center)

### Curricular Sequence for Single Subject Preliminary Credential

Phase I	ED-SE 412	Introduction to Education and Teaching (5)
	ED-SE 426	General Methods and Educational Technology (5)
	ED-SE 427	Teaching Reading in Secondary Schools (5)
Phase II	ED-SE 413	Managing and Assessing the Learning Process (5)
	ED-SE 426.000	Special Methods and Resources in the Major Subject Area (3)— <i>may be offered only in winter quarter</i>
	ED-SE 446	Single Subject Student Teaching I (7)
	(ED-SE 446	Placement request forms are due the seventh week of the quarter preceding Phase II student teaching)
	ED-SE 446.001	Single Subject Student Teaching Seminar I (1)
Phase III	ED-SE 477	Single Subject Student Teaching II (13)
	(ED-SE 447	Placement request forms are due the seventh week of the quarter preceding Phase III student teaching)
	ED-SE 447.001	Single Subject Student Teaching Seminar II (1)

### Single Subject Student Teaching

Students seeking the Single Subject Credential will enroll in two quarters of student teaching (ED-SE 446 and ED-SE 447) and concurrently enroll in the Student Teaching Seminars (ED-SE 446.001 and ED-SE 447.001). Placement request forms are due in the Student Teaching Office the seventh week of the quarter preceding each phase of student teaching. Student teaching will be arranged so that candidates can have a teaching experience in a setting that is significantly culturally different from themselves and with students representing more

than one level of achievement. At least one student teaching experience must be in public schools. A local school master teacher or mentor teacher and a university supervisor are assigned for each student teaching assignment.

In most cases, the local school calendar is followed regarding starting and ending student teaching. This usually means starting at the beginning of a semester and finishing at its end. This also means that the two quarters of student teaching may require candidates to begin and end student teaching at odd times regarding the university quarters. Starting Phase II student teaching in the spring quarter or Phase III student teaching in the fall quarter is discouraged.

Student teaching is a rigorous experience and candidates are expected to devote substantial time and energy to it. Candidates involved in student teaching must keep their schedules free of other commitments during periods of school responsibilities. In addition, outside responsibilities must also be limited during student teaching. This includes work responsibilities and coursework not directly related to the credentialing program.

### Fifth-Year Program for Clear Credential

To obtain a clear Single Subject or Multiple Subject credential a student must complete a fifth-year program planned with an Education advisor. This program must include at least 45 quarter units and should be suited to professional goals. Acceptable fifth-year program objectives may include:

1. A professional preparation program
2. A master's program
3. A specialist or services credential program
4. Additional courses in the student's teaching major
5. An additional basic teaching credential
6. Courses undertaken for improvement in teaching effectiveness.

The fifth-year program student should consider the following:

1. Any course in a fifth-year program must receive prior approval from a fifth-year program advisor.
2. Courses used to fulfill requirements for credit toward a bachelor's degree will count toward a fifth year requirement.
3. A minimum of 16 units must be completed in residency.
4. Fifth-Year Program Requirements: Select at least one course (or equivalent) from the first four of the following categories. These program courses have a prerequisite of a basic teaching credential.
  - a. Educational Foundations: Historical, Philosophical, Social  
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.



## Teacher Education Department

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 570 Reading in the Content Areas
- ED-RD 597 Development of Inservice Education
- ED-RD 598 Linguistics and Reading
- ED-RD 599 Seminar in Reading
- ED-IS 699 Individual Study in Graduate Education (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

- C DEV 412 Growth and Development of Children
- C DEV 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 570 Reading in the Content Areas
- 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

### 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 570. Writing Across the Curriculum (3)** This course introduces the student to the concepts, techniques, and experiences of teaching writing as a process in various content areas taught in the public schools, K-12.

**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 587. Critical Thinking and Problem Solving for Educators (3)** This course will review the current theory and practice related to teaching critical thinking and problem solving within the context of educational settings. Students will learn specific strategies necessary for promoting critical thinking and problem solving. Important issues related to these topic areas will be addressed through a review of the current scholarly literature. Prerequisite: a basic teaching credential.

**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.

**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)** An experience of service in schools where the student works with children in content areas to link practice, knowledge, and application. The purpose is to lead the student to explore ways in which content knowledge is used in school settings. Includes both school assignment and seminar discussion. Offered on credit, no-credit basis only. Prerequisite to Multiple Subject credential program.

**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 ED-EL 423.

**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 multicultural school setting, self-awareness, multicultural awareness, school law and bilingual education legislation, objectives and planning, creativity, art education, audiovisual competency, and interpersonal communication skills within bilingual and non-bilingual settings.

**ED-EL 422.001. Curriculum and Instruction of Elementary Language Arts (2)** Provides knowledge of skills, methods, and materials of language arts curriculum and instruction. Includes diagnosis and prescription of student needs.

**ED-EL 422.011. Curriculum and Instruction of Elementary Bilingual Language Arts (2)** Provides knowledge of skills, methods, and materials of primary (Spanish) and second language (English) language arts curriculum and instruction. Includes diagnosis and prescription of linguistic minority and bilingual student needs.

**ED-EL 422.002. Curriculum and Instruction of Elementary Mathematics (3)** 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, di-

agnosis, 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 university 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 422, 423, and admission by the Multiple Subject program. Corequisite: ED-EL 424, ED-EL 433.001, and ED-EL 441.001.

**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 university 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 all Phase I and II course requirements. Corequisite: ED-EL 442.001 and ED-EL 433.002.

**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 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 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 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 supervised participation in a junior high school or senior high school classroom. Designed to provide the prospective secondary teacher with a frame of reference for further work and study in the teaching profession. Offered on credit, no-credit basis only. Prerequisite for admission to the Single Subject program. Students seeking to take this course should submit a formal placement request to the instructor during or before the first week of the quarter. Because of the field-based nature of the course, it cannot be added after the first week.

**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 addresses the psychological foundations in the teaching-learning process. Major topics include: adolescent psychology, classroom management, motivation, evaluation and learning theory. Taken in Phase II concurrently with ED-SE 446. Prerequisites include: ED-SE 412, ED-SE 426 and ED-SE 427. (5)

**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:

Single Subject Credential Subjects for Special Methods courses:

ED-SE 426.001	Art
ED-SE 426.002	Business
ED-SE 426.003	English
ED-SE 426.004	Foreign Language
ED-SE 426.005	Physical Education
ED-SE 426.006	Industrial Arts
ED-SE 426.009	Mathematics
ED-SE 426.010	Music
ED-SE 426.013	Social Sciences
ED-SE 426.017	Agriculture
ED-SE 426.018	Government
ED-SE 426.019	Health Science
ED-SE 426.020	History
ED-SE 426.021	Home Economics
ED-SE 426.022	Life Science
ED-SE 426.023	Physical Science

Some of these major subjects may not be offered at CSUB. In such cases, an appropriate related subject may be substituted or a special methods course from another institution may be used.

**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. Single Subject Student Teaching I (7)** Introductory classroom teaching experience assuming responsibility for two to four classes. Experience is based in junior high schools and/or high schools with the guidance and assistance from the local school master teacher and the university supervisor. Taken concurrently with ED-SE 413, ED-SE 446.001 and ED-SE 426.00 Special Methods (if available). ED-SE 446 placement request forms are due the seventh week of the quarter preceding Phase II student teaching.

**ED-SE 446.001. Student Teaching Seminar I (1)** Taken concurrently with ED-SE 446.

**ED-SE 447. Single Subject Student Teaching II (13)** Full day responsibility in classroom teaching experience is assumed. Experience is based in junior high schools and/or high schools with the guidance and assistance from the local school master teacher and the university supervisor. Taken concurrently with ED-SE 447.001. ED-SE 447 placement request forms are due the seventh week of the quarter preceding Phase III student teaching if a different assignment is desired.

**ED-SE 447.001. Student Teaching Seminar II (1)** Taken concurrently with ED-SE 447.









# Faculty



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# Faculty Directory 1991-93

- Alali, Andy O.** (1989)  
*Assistant Professor of Communications*  
BA, Alabama A&M University; MA, Murray State University; PhD, Howard University.
- Alexander, Johanna A.** (1982)  
*Senior Assistant Librarian*  
BA, History, California State University, Fresno; MLS, University of California, Los Angeles.
- Allen, Mary J.** (1972)  
*Chair and Professor of Psychology*  
AB, PhD, University of California, Berkeley.
- Arciniega, Tomás** (1983)  
*President of the University and Professor of Education*  
BS, New Mexico State University; MA, PhD, University of New Mexico.
- Arvizu, Steven F.** (1984)  
*Dean of Graduate Studies and Research and Professor of Anthropology*  
BA, Fresno State University; MA, California State University, Sacramento; MA, PhD, Stanford University.
- Attaran, Mohsen** (1984)  
*Chair and Professor of Operations Management*  
BA, College of Mass Communication; MSM, Northrop University; ABD, Portland State University.
- Autore, Julie** (1990)  
*Assistant Professor of Mathematics*  
BS, University of Connecticut; MA, PhD, University of California, San Diego.
- Bacon, Leonard** (1979)  
*Professor of Accounting*  
BE, University of Nebraska; MBA, University of the Americas; PhD, University of Mississippi, CPA (Texas), CMA, CIA.
- Balley, Nancy** (1974)  
*Associate Professor of Physical Education*  
BA, State University of Iowa; MA, University of Missouri; EdD, University of North Carolina.
- Barone, Diane** (1989)  
BA, Case Western Reserve University; MEd, Kent State University; PhD, University of Nevada/Reno.
- Barrentine, Carl D.** (1985)  
*Assistant Professor of Biology and Teacher Education*  
BA, MS, Central Washington University; DA, Idaho State University.
- Bellur, Venkatakrishna "Kris" V.** (1987)  
*Professor of Marketing*  
BA, Utkal University, India; PhD, Kansas State University.
- Betty, L. Stafford** (1972)  
*Professor of Religious Studies*  
BS, Spring Hill College; MA, University of Detroit; MA, PhD, Fordham University.
- Bicak, Charles J.** (1983)  
*Associate Professor of Biology*  
BSc, Kearney State College; MSc, The University of British Columbia; PhD, Colorado State University.
- Bidgoli, Hossein** (1983)  
*Professor of Management Information Systems*  
BA, Tehran Business College; MS, Colorado State University; PhD, Portland State University.
- Bilas, Richard A.** (1970)  
*E. C. Reid Professor of Economics*  
AB, Duke University; PhD, University of Virginia.
- Blankenbeckler, George** (1987)  
*Professor of Accounting*  
BS, MA, University of Alabama; PhD, University of Georgia.
- Blume, F. Duane** (1972)  
*Professor of Biology*  
AB, Wabash College; PhD, University of California, Berkeley.
- Bowin, Robert B.** (1984)  
*Professor of Management*  
BA, University of Portland; MS, Columbia University; PhD, University of Oregon.
- Boyland, Patricia B.** (1989)  
*Assistant Professor in Management*  
BA, MA, University of California, Berkeley; PhD, University of California, Davis.
- Bragg, C. Kaye** (1990)  
*Assistant Professor of Political Science*  
BA, Colorado State University; MA, GSIS, University of Denver; ABD, Colorado State University.
- Brie, Raymond J.** (1986)  
*Associate Professor of Elementary/Math Education*  
BA, MA, PhD, Arizona State University.
- Burrowes, Ashley W.** (1989)  
*Professor of Accounting*  
BBS, Massey University, New Zealand; MA, University of Nebraska; MBS, Massey University, New Zealand; PhD, University of Nebraska.
- Byrd, Gary W.** (1980)  
*Associate Professor of English and Communications*  
BA, MA, and PhD, University of Oklahoma.
- Calhoun, George, Jr.** (1973)  
*Chair, Advanced Educational Studies and Professor of Education*  
BA, MA, Eastern Michigan University; PhD, University of Michigan.
- Candelaria, Michael R.** (1990)  
*Assistant Professor of Religious Studies*  
ThD, Harvard University; MDiv, Southwestern Baptist Theological Seminary.
- Carlisle, Robert** (1987)  
*Assistant Professor of English*  
BA, University of Washington; MA, International American University; MA, PhD, University of Illinois.
- Carlson, Nils** (1987)  
*Associate Professor of Education*  
BA, Hartwick College; MS, State University at Oneonta; PhD, University of New Mexico.
- Carrell, Michael** (1988)  
*Dean of Business and Public Administration, and Professor of Management*  
BA, MBA, University of Louisville; DBA, University of Kentucky.
- Carter, Steven M.** (1985)  
*Associate Professor of English*  
BA, University of California, Berkeley; MA, MFA, PhD, University of Arizona.
- Carvajal, Rudy** (1972)  
*Director of Athletics*  
BA, MA, University of California, Berkeley.
- Chaney, Homer C., Jr.** (1970)  
*Professor of History*  
AB, Dartmouth; MA, PhD, Stanford.
- Chang, Stephen F.** (1984)  
*Assistant Professor in Mathematics*  
BS, Tamkang University, Taiwan; MA, Mankato State University; MS, PhD, Iowa State University.
- Clark, Henry** (1987)  
*Assistant Coach of Basketball*  
BS, MS, Eastern Montana University.
- Clark, Stanley E.** (1972)  
*Chair and Professor of Political Science*  
BA, Colgate University; MA, Pennsylvania State University; PhD, University of Pennsylvania.
- Coash, John R.** (1970)  
*Professor of Geology (FERP)*  
AB, Colorado College; MA, University of Colorado; PhD, Yale University.
- Cohen, David C.** (1973)  
*Professor of Psychology*  
BA, Yale University; MA, PhD, Harvard University.
- Cohn, Kim C.** (1972)  
*Professor of Chemistry*  
BS, Queens College; MS, PhD, University of Michigan.
- Cook, Nancy L.** (1972)  
*Chair and Professor of Nursing*  
BS, MA, PhD, University of Minnesota.
- Cooke, E. David** (1970)  
*Professor of Education (FERP)*  
AB, MA, EdD, University of California, Los Angeles.
- Corral, Helia M.** (1974)  
*Professor of Spanish*  
BA, MA, San Diego State University; PhD, University of Southern California.



## Faculty

- Craig, Charles** (1972)  
*Head Coach of Track and Field and Lecturer in Physical Education*  
BA, California State University, Fresno; MA Candidate, Cal-Poly State Univ., San Luis Obispo.
- Dave, Ernesdyne T.** (1990)  
*Associate Professor of Education*  
BA, University of Denver; MS, EdD, Pepperdine University.
- Davis, John Douglas** (1982)  
*Professor of Music*  
BM, Univ. of Tennessee, Knoxville; MA, Harvard Univ.; PhD, Harvard Univ.
- Detwiler, Daniel P.** (1970)  
*Professor of Physics (FERP)*  
BA, Swarthmore College; MS, PhD, Yale University.
- DeVillar, Robert A.** (1989)  
*Associate Professor of Education*  
BA, Universidad de las Americas (Mexico City); MA, San Jose State University; MA, PhD, Stanford University.
- Dietiker, K. Edward** (1972)  
*Professor of Psychology*  
BA, Oberlin College; BD, Chicago Theological Seminary; MA, University of Chicago Divinity School; PhD, University of Chicago; Licensed Clinical Psychologist, California.
- Dirkse, John P., III** (1980)  
*Director, CSUB Statistical Consulting Center and Professor of Mathematics*  
BS, University of Wisconsin, Oshkosh; MS, PhD, Purdue University.
- Dolkart, Ronald H.** (1973)  
*Professor of History*  
BA, University of California, Los Angeles; MA, University of California, Berkeley; PhD, University of California, Los Angeles.
- Dorer, Fred H.** (1984)  
*Vice President for Academic Affairs and Professor of Chemistry*  
BS, California State University, Long Beach; PhD, University of Washington, Seattle.
- Douglass, Pat** (1987)  
*Head Coach of Basketball*  
BA, University of the Pacific.
- Dull, Roy R.** (1970)  
*Dean of Extended Studies and Regional Programs and Professor of Public Administration*  
BA, University of California, Riverside; MBA, Stanford University; PhD, Claremont Graduate School.
- DuPratt, Anita B.** (1981)  
*Associate Professor of Theatre*  
BA, UCLA; PhD, Univ. of Washington.
- Dutton, Melvyn L.** (1971)  
*Chair and Professor of Chemistry*  
BA, University of California, Riverside; MS, San Diego State College; PhD, University of California, Irvine.
- El-Ansary, Mohamed G.** (1983)  
*Associate Professor in Mathematics*  
BSc, Cairo University, Egypt; MSc, PhD, Michigan State University.
- Erb, Emerson C.** (1972)  
*Professor of Accounting; Coordinator, CSB Institute of Accounting (PRTB)*  
BS, MBA, DBA, Indiana University; CPA, Indiana.
- Evans, Mark O.** (1978)  
*Chair of Economics; Director, Center for Economic Education; and Professor of Economics*  
BA, New Mexico State University; PhD, University of New Mexico.
- Falero, Frank, Jr.** (1972)  
*Professor of Economics and Finance*  
BA, University of South Florida; MS, PhD, Florida State University.
- Fang, Fabian T.** (1970)  
*Professor of Chemistry*  
BS, National Central University, China; MS, PhD, University of Illinois.
- Fairbairn, Donald M.** (1990)  
*Assistant Professor of Mathematics*  
BS, MA, PhD, Peabody College of Vanderbilt University.
- Fiedler, Joseph** (1989)  
*Assistant Professor of Mathematics*  
AB, Harvard College; MS, PhD, Ohio State University.
- Flachmann, Kim** (1978)  
*Professor of English*  
BA, Washington University; MA, MFA, University of Oregon; Ph.D., University of Oregon.
- Flachmann, Michael** (1972)  
*Professor of English*  
BA, University of the South; MA, University of Virginia; PhD, University of Chicago.
- Flanagan, Michael** (1986)  
*Professor of Management*  
BS, St. Norbert College, MS, PhD, Purdue University.
- Fleming, Barbara H.** (1978)  
*Assistant Professor of Nursing*  
BA, BSN, University of Wisconsin; MSN, University of California, Los Angeles.
- Fletcher, Robert G.** (1971)  
*Professor of Finance*  
BA, Willamette University; MA, PhD, University of California, Los Angeles.
- Folkert, Patricia Marlow** (1989)  
*Assistant Professor of Secondary Education*  
BS, Miami University; MA, University of Detroit; PhD, University of Akron.
- Friedman, Gloria** (1978)  
*Head Coach of Women's Tennis and Assistant Athletic Director*  
BA, University of California, Santa Barbara; MA, California State University, Bakersfield.
- Fujiki, Sumiko** (1983)  
*Professor of Nursing*  
AS, Weber Junior College, Ogden, Utah; Diploma, Thomas D. Dee Hospital School of Nursing; BS, University of Utah; MS, Washington University, St. Louis; PhD, University of Utah.
- Gallegos, Gene** (1989)  
*Associate Professor of Educational Administration*  
BA, MA, Adams State College; EdD, University of Northern Colorado.
- Garcia, Augustine** (1986)  
*Professor of Elementary/Bilingual Education*  
BA, California State University, Fresno; MA, PhD, University of New Mexico.
- Gavin, Christy** (1977)  
*Associate Librarian, Reference*  
BA, California State University, Sacramento; MLS, University of Southern California; MA, California State University, Bakersfield.
- Geigle, Ray A.** (1970)  
*Professor of Political Science*  
BS, University of Utah; MA, PhD, University of Washington.
- George, James H.** (1970)  
*Asst. Vice President for Academic Affairs; Dean, Undergraduate Studies and Associate Professor of History*  
BA, Westminster College; PhD, University of Wisconsin, Madison.
- Georgi, David** (1989)  
*Associate Professor of Teacher Education*  
BA, MA, University of California, Irvine; PhD, University of California, Santa Barbara.
- Gerds, Roberta** (1983)  
*Associate Professor of Nursing*  
BS, MN, University of California, Los Angeles.
- Gilleland, Martha J.** (1972)  
*Professor of Chemistry*  
BS, Louisiana Polytechnic Institute; PhD, Louisiana State University.
- Gillespie, Janice** (1990)  
*Assistant Professor of Physics and Geology*  
BS, Bemidji State University; MS, SD School of Mines and Technology; PhD, University of Wyoming.
- Gobalet, Kenneth** (1986)  
*Assistant Professor of Biology*  
BS, MA, PhD, University of California, Davis.
- Goldsmith, Jack** (1978)  
*Professor of Public Policy and Administration*  
BA, MA, University of California, Berkeley; PhD, University of California, Los Angeles.
- Gove, David** (1989)  
*Assistant Professor of Mathematics*  
AB, Dartmouth College; MA, PhD, University of California, San Diego.
- Granskog, Jane E.** (1974)  
*Associate Professor of Anthropology*  
BS, Michigan State University, East Lansing; PhD, University of Texas.
- Graves, Richard W.** (1972)  
*Professor of Management and MBA Program Coordinator*  
BBA, MBA, University of Texas; DBA, Indiana University.
- Greathouse, Betty M.** (1990)  
*Dean, School of Education and Professor of Teacher Education and Advanced Educational Studies*  
BA, MEd, PhD, Arizona State University.



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*Professor of English*  
BA, Carleton College; MA, Miami University; PhD, University of Wisconsin.
- Green, William** (1988)  
*Associate Professor of Marketing*  
BS, MBA, California State University, Bakersfield; PhD, University of Houston.
- Greene, Alan C.** (1971)  
*Professor of Physics*  
BS, Northeastern University; PhD, Brown University.
- Gurnack, Anne** (1990)  
*Associate Professor of Public Policy and Administration*  
BA, Boston University; MS, Boston College; PhD, University of Texas, Arlington.
- Guseman, Dennis S.** (1984)  
*Chair and Professor of Marketing*  
BBA, MSBA, Wichita State University; DBA, University of Colorado.
- Hardy, John W.** (1970)  
*Professor of Mathematics*  
BS, MS, PhD, Stanford University.
- Harrie, Jeanne** (1976)  
*Chair and Professor of History*  
BA, Seattle University; MA, PhD, University of California, Riverside.
- Hartlep, Karen L.** (1976)  
*Associate Professor of Psychology*  
BA, Dickinson College; MA, PhD, University of New Hampshire.
- Heivly, Michael** (1975)  
*Professor of Art*  
BA, Lycoming College; MFA, University of Colorado.
- Hersberger, Rodney M.** (1984)  
*Director of Libraries*  
BS, MLS, Indiana University; MBA, Northern Illinois University.
- Hibbard, George B.** (1970)  
*Dean of Students and Professor of Education*  
BA, MA, EdD, Michigan State University.
- Hinds, David S.** (1970)  
*Professor of Biology*  
BA, Pomona College; MS, PhD, University of Arizona.
- Horton, James C.** (1970)  
*Professor of Biology (FERP)*  
BSC, PhD, University of Wisconsin, Madison.
- Horton, Robert A.** (1986)  
*Associate Professor of Geology*  
BS, State University of New York at Binghamton; MS, University of Tennessee; PhD, Colorado State of Mines.
- Hudson, Glenda** (1988)  
*Assistant Professor of English*  
BA, Leeds University; MA, PhD, Vanderbilt University.
- Hughes, Ron** (1989)  
*Assistant Professor of Education*  
BA, MA, California State University Bakersfield; ABD, Kansas State University.
- Hulpke, John** (1989)  
*Professor of Management*  
BA, Westmont College; MA, San Francisco State University; PhD, University of California, Berkeley.
- Hyslop, Gary** (1987)  
*Assistant Librarian*  
BA Oakland City College; MS, Indiana State University; MLS, Indiana University.
- Ice, Marie A.** (1986)  
*Associate Professor of Reading/Elementary Education*  
BA, Colorado State College; MA, University of Northern Colorado; PhD, University of Missouri-Columbia.
- Ishida, Theodore Ken** (1988)  
*Assistant Professor of Psychology*  
BA, Pitzer College-Clairemont; MA, PhD, Case Western Reserve University.
- Iyasere, Maria M.** (1974)  
*Professor of English*  
BA, Wells College; MA, PhD, State University of New York, Binghamton.
- Iyasere, Solomon O.** (1972)  
*Director, Affirmative Action Services and Professor of English*  
BA, MSc, State University of New York College, New Paltz; PhD, State University of New York, Binghamton.
- Jackson, Elizabeth** (1989)  
*Assistant Professor of English*  
BA, University of California, Los Angeles; MA, Fisk University; MA, PhD, Northwestern University.
- Jakocko, Maureen** (1990)  
*Associate Professor of Nursing*  
BA, Vanderbilt University; MS, University of California, Los Angeles.
- Jones, Bruce W.** (1973)  
*Professor of Religious Studies*  
BA, Amherst College; BD, Union Theological Seminary; PhD, Graduate Theological Union, University of California, Berkeley.
- Jones, H. Stanley** (1989)  
*Professor of Accounting*  
BS, University of California, Los Angeles; MBA, University of Southern California; JD, Northrop University; CPA.
- Kasselman, Mary Jo** (1981)  
*Professor of Nursing*  
BSN, MA and PhD in Anthropology, Univ. of Kansas; MA, Nursing Education, Teachers College, Columbia Univ.
- Kegley, Jacquelyn A.** (1973)  
*Chair, Philosophy and Religious Studies and Professor of Philosophy*  
BA, Allegheny College; MA, Rice University; PhD, Columbia University.
- Kellenberger, Lon R.** (1971)  
*Professor of Education*  
BS, Southern Oregon College; MEd, DEd, University of Oregon.
- Kerr, Terrence J.** (1984)  
*Head Wrestling Coach and Lecturer in Physical Education*  
BS, San Jose State University.
- Kerzie, Ted L.** (1976)  
*Professor of Art*  
BA, Washington State University; MFA, Claremont Graduate School.
- Kessler, Gary E.** (1970)  
*Professor of Religious Studies*  
BA, Luther College; BD, Luther Theological Seminary; PhD, Columbia University-Union Theological Seminary.
- Ketterl, George W.** (1970)  
*Associate Professor of Art*  
BS, Moorhead State College; MFA, Claremont Graduate School.
- Kirkland, Janice** (1970)  
*Librarian, Catalog and Periodicals*  
AB, MLS, University of California, Berkeley; MA, PhD, University of California, Los Angeles.
- Kleinsasser, Jerome** (1972)  
*Professor of Musicology*  
BS, MA, PhD, University of Minnesota.
- Kohl, Joyce** (1988)  
*Associate Professor of Fine Arts*  
BS, Empire State College; MA, CSU, Fullerton.
- Kosakowski, David C.** (1977)  
*Sr. Assistant Librarian*  
BA, Siena College; MA, MLS, State University of New York, Albany; MPA, California State University, Bakersfield.
- Laskowski, Edward A.** (1971)  
*Professor of Earth Sciences (FERP)*  
BS, Union College, New York; MS, Rensselaer Polytechnic Institute; PhD, University of California, Los Angeles.
- Lasseter, Victor K.** (1970)  
*Professor of English*  
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- Leapley, Margaret J.** (1982)  
*Associate Professor of Nursing*  
BSN, Indiana University; MPH, University of Michigan.
- Lee, King M.** (1983)  
*Professor of Computer Science*  
BS, MIT; MS, PhD, University of Michigan.
- Litzinger, Charles A.** (1984)  
*Associate Professor of History*  
BA, Ohio State University; MA, Harvard University; PhD, University of California, Davis.
- Lopez, Fred A., III** (1984)  
*Associate Professor of Political Science*  
BS, California State College, San Bernardino; MA, PhD, University of California, Riverside.
- Maglischo, Ernest W.** (1983)  
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BA, University of California, Los Angeles; EdM, Oregon State University; MA, PhD, Claremont Graduate School.
- Marsh, Martin K.** (1984)  
*Professor of Management (PRTB)*  
AA, University of California; BS, University of Maryland, College Park; MBA, PhD, University of Oklahoma, Norman.
- Martinez, Tomas** (1984)  
*Assistant Professor of Public Policy and Administration*  
BA, MA, San Jose State University; PhD, University of Southern California.
- Mason, Jeffrey D.** (1984)  
*Associate Professor of Theatre*  
AB, MA, Stanford University; MA, California State University, Sacramento; PhD, University of California, Berkeley.
- McBride, Landy J.** (1983)  
*Chair and Associate Professor of Clinical Science and Program Director for Medical Technology*  
BA, MA, University of California, Berkeley; PhD, University of Wisconsin, Madison.
- McCall, Charles H.** (1970)  
*E. C. Reid Professor of Political Science*  
AB, AM, Indiana University; PhD, Yale University.
- McMillin, J. Daniel** (1972)  
*Professor of Sociology*  
BA, MA, Washington State University; PhD, Southern Illinois University.
- McNamara, Brian** (1986)  
*Professor of Management Information Systems*  
BA, University of Stirling, Scotland; MS, PhD, University of Massachusetts.
- Mehling, Gordon R.** (1974)  
*Professor of Music*  
EdB, University of Alberta, Canada; MM Michigan State University; PhD, Michigan State University.
- Meyer, Thomas** (1988)  
*Associate Professor of Computer Science/Physics*  
BS, MS, PhD, University of California at Los Angeles
- Meyers, Christopher** (1986)  
*Assistant Professor of Philosophy*  
BA, University of California, Santa Cruz; MA, PhD, University of Tennessee, Knoxville.
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*Assistant Professor of Mathematics*  
BA, Westmont College; MS, PhD, University of California, Riverside.
- Michals, Bernard** (1970)  
*Professor of Biology and Science Education (FERP)*  
AB, MA, Colorado State University; EdD, Stanford University.
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*Associate Professor of Chemistry*  
BS, California State University, Los Angeles; PhD, University of Arizona.
- Miller, Carl E.** (1970)  
*Professor of Education and Director of Reading Center (FERP)*  
BS Anderson College; MA, Eastern New Mexico University; EdD, Texas Tech University.
- Mitchell, Steven W.** (1980)  
*Chair of Physics and Geology and Professor of Geology*  
BS, MS, Wayne State University; PhD, George Washington University.
- Moe, L. Maynard** (1976)  
*Associate Professor of Biology*  
BA, MA, California State University, Fresno; PhD, University of California, Berkeley.
- Montano, Luis E.** (1989)  
*Assistant Wrestling Coach*  
BS, California Polytechnic State University.
- Moody, R. Dale** (1970)  
*Professor of Education*  
BA, Southwestern College, Kansas; MA, Colorado State College; PhD, Stanford University.
- Morales-Flores, Juan** (1990)  
*Assistant Professor of Child Development*  
Early Childhood Education and Elementary Education.
- Moscove, Brenda J.** (1981)  
*Professor of Marketing*  
BS, Ferris State College; MA, Michigan State Univ.; EdD, Oklahoma State University.
- Murphy, Cilnoa** (1990)  
*Assistant Professor of History*  
BA, MA, National University of Ireland (University College Cork); PhD, State University of New York at Binghamton.
- Murphy, Ted D.** (1972)  
*Professor of Biology and Director of Environmental Studies Area and Facility for Animal Care and Treatment*  
AB, MA, PhD, Duke University.
- Negrini, Robert M.** (1985)  
*Chair and Associate Professor of Physics and Geology*  
BA, Amherst College; PhD, University of California, Davis.
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*Head Athletic Trainer*  
BA, Fresno State University.
- Noel, Richard C.** (1971)  
*Professor of Psychology*  
BA, University of Portland; MA, PhD, University of Colorado.
- Nyberg, Kenneth L.** (1980)  
*Professor of Sociology and Director and Chief Scientist, Applied Research Center*  
BS, St. Cloud State University; MA, University of Maine; PhD, University of Utah.
- O'Connor, James** (1987)  
*Assistant Professor of Secondary Education*  
BS, Bowling Green State University; MS, University of Akron; PhD, University of Northern Colorado.
- Ortega, Lorenzo Tony** (1990)  
*Associate Professor of Management*  
BGE, University of Omaha; MA, PhD, University of Nebraska-Lincoln.
- Ost, David** (1988)  
*Associate Dean of Graduate Studies and Research, and Professor of Biology*  
BA, Augsburg College; MA, University of Michigan; PhD, University of Iowa.
- Ost, Linda** (1980)  
*Assistant Professor of Child Development/Early Childhood Education and Elementary Education*  
BA, MS, California State University, Bakersfield; EdD, Auburn University.
- Oswald, Donald J.** (1981)  
*Associate Professor of Economics*  
BA, MA, PhD, Washington State University.
- Paap, Warren R.** (1971)  
*Professor of Sociology*  
BS, MS, University of Wisconsin, Milwaukee; PhD, University of Missouri.
- Padilla, Ernest** (1988)  
*Assistant Professor of English*  
BA, California State University, Sacramento; PhD, University of California, San Diego.
- Page, Ernest R.** (1980)  
*Chair, Department of Teacher Education and Professor of Education*  
BA, St. Francis College, Pennsylvania; MEd, PhD, The Pennsylvania State University.
- Paris, Phillip Sanchez** (1982)  
*Professor of Public Policy and Administration*  
BSFS, Georgetown University; MA, PhD, University of Southern California.
- Park, Eun-Ja Kim** (1990)  
*Associate Professor of Special Education*  
BA, Kyung Hee University; MEd, Seoul National University, Korea; PhD, University of Southern Mississippi.
- Patten, James** (1982)  
*Chair and Associate Professor in Accounting*  
BSC, MBA, DePaul University; CPA.
- Pawlowski, Merry** (1990)  
*Assistant Professor of English and Communications*  
BS, MA, University of New Orleans; PhD, Tulane University.
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*Associate Professor of Economics*  
BA, Teheran College of Insurance; MA, University of Denver; MA, PhD, University of Colorado, Boulder.
- Prigge, Norman K.** (1973)  
*Associate Professor of Philosophy*  
BA, MA, PhD, University of California, Santa Barbara.



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*Assistant Professor of Fine Arts/Music*  
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BA, Sangamon State University; MS, University of Illinois at Urbana-Champaign.
- Purcell, Harold I.** (1971)  
*Professor of Accounting (PRTB)*  
BA, University of Arizona; MS, San Diego State University; MBA, Golden Gate University; DBA, University of Southern California; CPA, California.
- Raupp, Carol** (1985)  
*Assistant Professor of Psychology*  
BS, Michigan State University; MS, PhD, Pennsylvania State University.
- Rienzi, Beth A.** (1990)  
*Assistant Professor of Psychology*  
BA, UA, California State University, Bakersfield; PhD, California Professional School of Psychology, Fresno.
- Reyna, Jose R.** (1984)  
*Chair, Foreign Languages and Professor of Spanish*  
BA, Michigan State University; MA, PhD, UCLA.
- Rink, Oliver A.** (1975)  
*Professor of History*  
AB, MA, PhD, University of Southern California.
- Ritter, Kathleen Y.** (1974)  
*Professor of Education*  
BA, University of Utah; MS, EdS, Kansas State Teachers College; PhD, University of New Mexico.
- Roberts, Sharon K.** (1974)  
*Professor of Clinical Science*  
BA, San Jose State University; MT (ASCP) SBB; MA, Central Michigan University.
- Robinson, Julia G.** (1984)  
*Associate Professor in Nursing*  
BS, Gonzaga University; MS, University of Utah.
- Ross, James L.** (1972)  
*Associate Professor of Sociology*  
BS, MA, University of Georgia; PhD, Ohio State University.
- Rubio, David** (1987)  
*Volleyball Coach*  
BA, California State University, Northridge.
- Ruiz, Janis S.** (1989)  
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BA, Trinity University, San Antonio; MA, University of Texas at Austin; PhD, University of California, Los Angeles.
- Ruoss, Meryl** (1974)  
*Chair and Professor of Public Policy and Administration*  
BA, Gannon College; M Div, Union Theological Seminary; MPA, PhD, University of Southern California.
- Sage, John N.** (1972)  
*Chair and Professor of Physical Education*  
BA, MA, EdD, University of California, Los Angeles.
- Sasaki, Edwin H.** (1972)  
*Associate Dean, School of Arts and Sciences and Professor of Psychology*  
BA, Willamette University; PhD, Stanford University.
- Schaudt, Barbara** (1989)  
*Associate Professor of Teacher Education*  
BS, Michigan State University; MA, Oakland University, Michigan; PhD, Texas A&M University.
- Schmidt, Josephine A.** (1984)  
*Associate Professor of French*  
BA, Chestnut Hill College; MA, University of Virginia; PhD, University of Virginia.
- Secor, Kenneth E.** (1970)  
*Vice President for Administrative Services and Professor of Mathematics*  
BS, MS, EngD, University of California, Berkeley; Registered Civil Engineer in California.
- Segesta, James E.** (1970)  
*Librarian—Reference*  
BA, University of Michigan; MS, MA, University of Southern California.
- Serrano, Rodolfo G.** (1974)  
*Professor of Education*  
BA, San Jose State University; MA, University of the Pacific; PhD, University of Arizona.
- Sethi, Renuka R.** (1973)  
*Professor of Education*  
BA, Nagpur University; BEd, University of Delhi; MEd, Smith College; PhD, Oregon State University.
- Shakoori, Khosrow "Ken"** (1984)  
*Chair and Professor of Finance*  
BS, Institute of Advanced Accounting; MBA, Bryant College, Smithfield, Rhode Island; PhD, Clark University, Worcester, Massachusetts.
- Silverman, Philip** (1971)  
*Chair of Sociology/Anthropology and Professor of Anthropology*  
BA, University of Oklahoma; PhD, Cornell University.
- Skouge, James R.** (1984)  
*Associate Professor of Special Education*  
BA, MEd, American University; EdD, University of Kentucky.
- Smith, Marion B.** (1972)  
*Professor of Mathematics*  
BS, MS, Louisiana State University; PhD, University of North Carolina.
- Sparling, Sandra** (1988)  
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BA, MA, California State University, Los Angeles; PhD, University of California, Los Angeles.
- Spencer, David** (1970)  
*Professor of English (FERP)*  
AB, MA, PhD, University of California, Berkeley.
- Spencer, Jeffry B.** (1973)  
*Chair of English/Communications and Professor of English*  
AB, University of California, Berkeley; MA, DePaul University; PhD, Northwestern University.
- Stanley, Gerald** (1973)  
*Professor of History*  
BA, California State University, Chico; MA, PhD, University of Arizona.
- Steinman, Clay** (1989)  
*Professor of Communications*  
BA, Duke University; MS, Columbia University; MA, PhD, New York University.
- Stiles, Curt** (1988)  
*Professor of Management*  
BS, North Texas State University; MS, PhD, Northwestern University.
- Stockton, Richard** (1973)  
*Associate Professor of English*  
BA, Harvard University; MA, PhD, Princeton University.
- Stone, Shelley C. III** (1983)  
*Chair and Associate Professor of Art History*  
BA, Indiana University; MA, PhD, Princeton University.
- Suter, Steven E.** (1970)  
*Professor of Psychology*  
BS, Bethany College; MA, Bowling Green State University; PhD, Johns Hopkins University.
- Sutton, Mark O.** (1989)  
*Assistant Professor of Anthropology*  
BA, MA, California State University, Sacramento; PhD, University of California, Riverside.
- Talamantes, Jorge R.** (1990)  
*Assistant Professor of Physics*  
BA, University of California, San Diego; MS, PhD, University of California, Riverside.
- Tarjan, John** (1986)  
*Associate Professor of Management*  
BA, Brigham Young University; MM, Northwestern University; PhD, University of Utah.
- Taylor, Laird E.** (1973)  
*Professor of Mathematics and Computer Science*  
BA, Harvard University; MS, PhD, Stanford University.
- Thomas, Marc P.** (1981)  
*Chair of Computer Science and Professor of Computer Science and Mathematics*  
BS, UC Davis; MA, PhD, University of California, Berkeley.
- Tobin, Simon** (1989)  
*Soccer Coach*  
BA, Nonington College.
- Travis, Russell E.** (1971)  
*Associate Professor of Sociology*  
BS, Rider College; MA, San Diego State University; PhD, University of Texas.
- Turner, Diane** (1989)  
*Assistant Professor of Art Education*  
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## Faculty

<b>Vigen, James W.</b> <i>Professor of Management Science</i> BS, MS, Colorado State University; PhD, Ohio State University.	(1971)	<b>Manning, John C.</b> <i>Professor Emeritus of Geology</i> BA, University of Idaho; PhD, Stanford University.	(1971)
<b>Vice, Janice</b> <i>Assistant Professor of Philosophy</i> BA, Western Kentucky University; MA, PhD, Vanderbilt University.	(1990)	<b>Passell, Anne W.</b> <i>Professor Emeritus of English</i> BA, Mt. Holyoke College; MA, PhD, University of the Pacific.	(1970)
<b>Vivian, Miriam Raub</b> <i>Assistant Professor of History</i> BA, MA, PhD, University of California, Santa Barbara.	(1990)	<b>Ramondino, Salvatore</b> <i>Associate Professor Emeritus of Foreign Languages</i> BA, City University of New York; MA, PhD, Columbia University.	(1972)
<b>Wang, Huaqing</b> <i>Associate Professor of Computer Science</i> BS, Huazhong University of Science and Technology (Central China); PhD, Case Western Reserve University (In Progress).	(1988)	<b>Rice, Philip</b> <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)
<b>Weber, Carlene E.</b> <i>Associate Professor of Finance</i> BS, MBA, State University of New York at Buffalo.	(1990)	<b>Rinnalducci, Esther</b> <i>Professor Emeritus of Nursing</i> RN, BS, MS, University of Pennsylvania.	(1971)
<b>Webb, Janie Rae</b> <i>Chair and Professor of Education</i> BS, California State Polytechnic College, San Luis Obispo; MA, PhD, University of Texas.	(1974)	<b>Seltzer, Alan</b> <i>Professor Emeritus of Psychology</i> BA, PhD, University of Chicago.	(1971)
<b>Webb, Leland F.</b> <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)	<b>West, Lorraine W.</b> <i>Professor Emeritus of Education</i> BA, Fresno State University; MA, Stanford University.	(1970)
<b>Webster, William E.</b> <i>Professor of Education</i> BS, College of the Holy Cross; MA, Stanford University; EdD, Harvard University.	(1981)	<b>Zimmerman, Howard C.</b> <i>Professor of Education</i> AB, Northwestern Nazarene College; MA, DEd, University of Oregon.	(1970)
<b>Weinheimer, Edward A.</b> <i>Associate Professor of Biology</i> BS, PhD, University of Georgia.	(1978)		
<b>Welter, Kathy</b> <i>Head Softball Coach</i> BA, Kearney State College; MS, Western Illinois University.	(1985)		
<b>Whitley, Jim D.</b> <i>Professor of Physical Education</i> AB, MA, EdD, University of California, Berkeley.	(1971)		
<b>Wildman, Louis</b> <i>Associate Professor of Education/Administration</i> BA, Lewis and Clark College; MMusEd, University of Portland; EdD, University of Washington.	(1987)		
<b>Wilson, Jill</b> <i>Professor of Education</i> BA, MA, University of Michigan; PhD, Michigan State University.	(1973)		
<b>Winter, Eugenia B.</b> <i>Librarian-Collection Development</i> BA, Sweet Briar College; MLS, Peabody Library School; MA, California State University, Bakersfield.	(1981)		
<b>Wood, Forrest G.</b> <i>Professor of History</i> AB, MA, California State University, Sacramento; PhD, University of California, Berkeley.	(1970)		
<b>Wood, Glenn L.</b> <i>Professor of Finance</i> BS, Arizona State University; PhD, Wharton School of Finance and Commerce, University of Pennsylvania, CLU, CPCU.	(1976)		
<b>Youssefi, Abbas</b> <i>Associate Professor of Computer Science</i> BS, College of Economics, Iran; MS, Western Michigan University; PhD, Clemson University (In Progress).	(1989)		
<b>Yviricu, Jorge</b> <i>Associate Professor of Spanish</i> BBA, MA, St. John's University; PhD, University of Iowa.	(1981)		

## EMERITI FACULTY

<b>Bridgman, Don C.</b> <i>Professor Emeritus of Education</i> AB, Chapman College; MS, EdD, University of Southern California.	(1970)		
<b>Graham, Hugh</b> <i>Professor Emeritus of History</i> BA, MA, University of Toronto; AM, Princeton University; PhD, University of Southern California.	(1970)		
<b>Lozano, Carlos</b> <i>Profano Emeritus of Spanish</i> BA, PhD, University of California, Berkeley.	(1970)		
		<b>Baskerville, Samuel, Jr.</b> <i>Internal Medicine</i> Clinical Professor of Nursing	
		<b>Berry, Martin</b> <i>Rheumatology</i> Clinical Professor of Nursing	
		<b>Betenbaugh, Hubert</b> <i>Director, Student Health Center</i> Clinical Professor of Nursing	
		<b>Bezdek, William D.</b> <i>Internal Medicine/Cardiovascular</i> Clinical Professor of Nursing	
		<b>Blick, Rodger L.</b> <i>Hematology and Oncology</i> Clinical Professor of Nursing	

## Clinical Faculty Nursing/Clinical Sciences

### (Physicians)

#### 1991-93

<b>Ablin, George</b> <i>Neurological Surgery</i> Clinical Professor of Nursing	
<b>Amin, H. C.</b> <i>Pediatrics</i> Clinical Associate Professor of Nursing	
<b>Anderson, Joseph E., Jr.</b> <i>Internal Medicine</i> Clinical Professor of Nursing	
<b>Ang, Elsa</b> <i>Pathology</i> Clinical Professor of Clinical Sciences	
<b>Anhalt, James</b> <i>Pathology</i> Clinical Professor of Clinical Sciences	
<b>Arbegas, Neil R.</b> <i>Thoracic and Cardiovascular</i> Clinical Professor of Nursing	
<b>Ashmore, Charles S.</b> <i>General Surgery</i> Clinical Professor of Nursing	
<b>Ayyagari, Ram</b> <i>OB-GYN</i> Clinical Professor of Clinical Sciences	
<b>Baer, Harold</b> <i>Nephrology</i> Clinical Professor of Clinical Sciences	
<b>Baskerville, Samuel, Jr.</b> <i>Internal Medicine</i> Clinical Professor of Nursing	
<b>Berry, Martin</b> <i>Rheumatology</i> Clinical Professor of Nursing	
<b>Betenbaugh, Hubert</b> <i>Director, Student Health Center</i> Clinical Professor of Nursing	
<b>Bezdek, William D.</b> <i>Internal Medicine/Cardiovascular</i> Clinical Professor of Nursing	
<b>Blick, Rodger L.</b> <i>Hematology and Oncology</i> Clinical Professor of Nursing	



**Binder, William A.**

*Diseases of Skin/Skin Cancer*  
Clinical Professor of Nursing

**Birsner, J. W.**

*Radiology*  
Clinical Professor of Nursing

**Bloch, Jack**

*Thoracic Surgery*

**Bradley, D. M.**

*Diseases and Surgery of the Eye*  
Clinical Professor of Nursing

**Burr, Hartman**

*Pathology*  
Clinical Professor of Clinical Sciences

**Buxton, John**

*General Surgery*  
Clinical Professor of Nursing

**Byfield, John E.**

*Radiation Therapeutics*  
Clinical Professor of Nursing

**Carbonell, A. D.**

*General Practice and Surgery*  
Clinical Professor of Nursing

**Carbonell, Emma R.**

*Pediatrics*  
Clinical Professor of Nursing

**Casteen, William**

*Ophthalmology*  
Clinical Professor of Nursing

**Catania, Robert**

*Diabetes-Endocrinology*  
Clinical Professor of Nursing

**Chaney, Raymond**

*Pediatrics*  
Clinical Professor of Nursing

**Chang, Joseph F.**

*Urology*  
Clinical Professor of Nursing

**Constantine, V.**

*Diseases of Skin and Skin Cancer*  
Clinical Professor of Nursing

**Coppola, Alfred J.**

*Orthopedic Surgery*  
Clinical Professor of Nursing

**Cunningham, R. T.**

*Chest and Cardiovascular Surgery*  
Clinical Professor of Nursing

**Daley, Patrick D.**

*Family Practitioner*  
Clinical Professor of Nursing

**Davis, Phil**

*Obstetrics & Gynecology*  
Clinical Professor of Nursing

**DeFede, Anton J.**

*Pediatrics*  
Clinical Professor of Nursing

**Deol, Shvinder S.**

*Family Practitioner*  
Clinical Professor of Nursing

**Diamond, Jess**

*Pediatrics*  
Clinical Professor of Nursing

**DiNicola, William F.**

*Pediatrics*  
Clinical Professor of Nursing

**Dulan, Boyce B.**

*Deputy Health Officer, Kern County, and Director of Disease Control*  
Clinical Professor of Nursing

**Einstein, Hans**

*Cardiology*  
Clinical Professor of Nursing

**Elliot, Frank A.**

*Obstetrics and Gynecology*  
Clinical Professor of Nursing

**Erickson, Jon M.**

*Orthopedics*  
Clinical Professor of Nursing

**Evans, Davis J.**

*Diseases and Surgery of the Eye*  
Clinical Professor of Nursing

**Faustick, Dyrel**

*Internal Medicine*  
Clinical Professor of Nursing

**Finberg, Kurt**

*Obstetrics and Gynecology*  
Clinical Professor of Nursing

**Fischer, Edward P.**

*Surgical Oncology*  
Clinical Professor of Nursing

**Fisher, Myron**

*Pathology*  
Clinical Professor of Clinical Sciences

**Fok, Randy**

*Perinatology*  
Clinical Professor of Nursing

**Fox, Jerry C.**

*Obstetrics and Gynecology*  
Clinical Professor of Nursing

**Freedman, Sheldon**

*Pathology*  
Clinical Professor of Clinical Sciences

**Friend, J.**

*Orthopedics/Orthopedic Surgery*  
Clinical Professor of Nursing

**Fritch, Charles**

*Diseases and Surgery of the Eye*  
Clinical Professor of Nursing

**Fung, Peter K.**

*Cardiology*  
Clinical Professor of Nursing

**Gilllin, Lloyd I.**

*Radiation Therapy*  
Clinical Professor of Nursing

**Glossbrenner, David F.**

*Internal Medicine*  
Clinical Professor of Nursing

**Goldberg, Leonard S.**

*Rheumatology*  
Clinical Professor of Nursing

**Gupta, Ramesh**

*Gastroenterology & Digestive Diseases*  
Clinical Professor of Nursing

**Hartman, Burr**

*Pathology*  
Clinical Professor of Clinical Sciences

**Helper, Stephen**

*Family Practice*  
Clinical Professor of Nursing

**Helper, Susan**

*Internal Medicine*  
Clinical Professor of Nursing

**Helvie, Richard E.**

*Neurology*  
Clinical Professor of Nursing

**Helvie, Stephen J.**

*Neurology*  
Clinical Professor of Nursing

**Ho, Sze**

*Pediatrics and Neonatology*  
Clinical Professor of Nursing

**Holeman, Charles**

*Internal Medicine*  
Clinical Professor of Nursing

**Huang, Victor**

*EEG-EMG*  
Clinical Professor of Nursing

**Hubbell, Wheeler**

*Obstetrics and Gynecology*  
Clinical Professor of Nursing



## Faculty

---

**Iger, Mortimer**

*Orthopedic*

Clinical Professor of Nursing

**Jacobs, Randall, A.**

*Obstetrics and Gynecology*

Clinical Professor of Nursing

**Jacobs, Steven R.**

*Pathology*

Clinical Professor of Clinical Sciences

**Jinadu, Babatunde**

*Deputy Public Health Officer*

Clinical Professor of Nursing

**Johnson, Royce**

*Pathology*

Clinical Professor of Clinical Sciences

**Kaufman, Edward**

*Pathology*

Clinical Professor of Clinical Sciences

**Kellawan, Karl**

*Internal Medicine*

Clinical Professor of Clinical Sciences

**Kitt, Victor K.**

*Otolaryngology*

Clinical Professor of Nursing

**Klupsteen, Mathilda**

*Pediatrics*

Clinical Professor of Nursing

**Kumari, Suresh**

*Pediatrics*

Clinical Professor of Nursing

**Lahiri, Sunil R.**

*Oncology*

Clinical Professor of Nursing

**Larwood, Thomas R.**

*Internal Medicine*

Clinical Professor of Nursing

**Lee, Chuck**

*Pediatrics and Hematology and Oncology*

Clinical Professor of Nursing

**Lee, Tommy C.**

*Cardiology*

Clinical Professor of Nursing

**Leung, Patrick**

*Allergy and Immunology*

Clinical Associate Professor of Nursing

**Lewis, David**

*Obstetrics and Gynecology*

Clinical Professor of Nursing

**Loos, Donald C.**

*General Surgery*

Clinical Professor of Nursing

**Mack, Joel D.**

*Orthopedic Surgery*

Clinical Professor of Nursing

**Malerich, Matthew**

*Orthopedic Surgery*

Clinical Professor of Nursing

**Mansour, Joseph**

*Obstetrics, Gynecology, and Infertility*

Clinical Professor of Nursing

**Matuk, Aileen**

*Internal Medicine*

Clinical Professor of Nursing

**Matychowiak, F. A.**

*Psychiatry*

Clinical Professor of Nursing

**McNamara, Nancy**

*Internal Medicine*

Clinical Professor of Nursing

**Min, Jum K.**

*Obstetrics & Gynecology*

Clinical Professor of Nursing

**Mosser, Robert S.**

*Internal Medicine*

Clinical Professor of Nursing

**Mukhopadhyay, Madan**

*Oncology*

Clinical Professor of Nursing

**Murdoch, Malcolm**

*Pathology*

Clinical Professor of Clinical Sciences

**Neufeld, Ramon H.**

*Family Practitioner*

Clinical Professor of Nursing

**Noce, Peter**

*Pathology*

Clinical Professor of Clinical Sciences

**O'Reilly, Richard R.**

*Chest and Cardiovascular Surgery*

Clinical Professor of Nursing

**Ostrander, Charles T.**

*Pediatric and Adult Allergy*

Clinical Professor of Nursing

**Owens, John R.**

*Obstetrics, Gynecology, and Infertility*

Clinical Professor of Nursing

**Patel, Girish**

*General Practitioner*

Clinical Professor of Nursing

**Patel, Hansa**

*Obstetrics and Gynecology*

Clinical Professor of Nursing

**Perelli-Minetti, Antonio**

*Psychiatry*

Clinical Professor of Nursing

**Perez, Edward J.**

*Ophthalmology*

Clinical Professor of Nursing

**Pineda, Gregorio S.**

*Pediatric Neurology*

Clinical Professor of Nursing

**Poh, Sue**

*Pediatrics*

Clinical Professor of Nursing

**Pulskamp, John**

*Orthopedic Surgery*

Clinical Professor of Nursing

**Rabban, Joseph**

*Internal Medicine*

Clinical Professor of Nursing

**Rajguru, S. V.**

*Psychiatry*

Clinical Professor of Nursing

**Reddy, Malladi**

*Cardiovascular Disease*

Clinical Professor of Nursing

**Riber, Nicholas**

*Pathology*

Clinical Professor of Clinical Sciences

**Remmes, Michelle**

*Family Practitioner*

Clinical Professor of Nursing

**Rivera, Ernesto**

*Pathology*

Clinical Professor of Clinical Sciences

**Roberts, David**

*Neurology*

Clinical Professor of Clinical Sciences

**Schale, David P.**

*Radiology*

Clinical Professor of Nursing

**Schmalhorst, William**

*Pathology*

Clinical Professor of Clinical Sciences

Medical Advisor, Med. Technology

**Shah, Arvind**

*Internal Medicine*

Clinical Professor of Nursing



**Shaw, Guy G.**  
*Pediatric Cardiology*  
 Clinical Professor of Nursing

**Sheffel, D. J.**  
*Orthopedic Surgery*  
 Clinical Professor of Nursing

**Sheldon, Robert W.**  
*Ear, Nose, and Throat*  
 Clinical Professor of Nursing

**Siemon, Glenn**  
*Diseases and Surgery of the Eye*  
 Clinical Professor of Nursing

**Smale, Leroy E.**  
*Obstetrics and Gynecology*  
 Clinical Professor of Nursing

**Soto, M. Jose**  
*Cardiac Thoracic Surgery*  
 Clinical Professor of Nursing

**Stainer, Gregory**  
*Ophthalmology*  
 Clinical Professor of Nursing

**Stanley, William D.**  
*Obstetrics & Gynecology*  
 Clinical Professor of Nursing

**Stoneburner, Larry**  
*Obstetrics and Gynecology*  
 Clinical Professor of Nursing

**Suen, Vitus Foo-Tung**  
*Pediatrics*  
 Clinical Professor of Nursing

**Swafford, Albert R.**  
*Orthopedic Surgery*  
 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

**Volk, Thomas L.**  
*Pathology*  
 Clinical Professor of Clinical Sciences

**Walker, Susan B.**  
*Pediatrics*  
 Clinical Professor of Nursing

**Walters, Gary**  
*Pathology*  
 Clinical Professor of Clinical Sciences

**Witt, John E.**  
*Ophthalmology*  
 Clinical Professor of Nursing

**Wong, Kenneth G.**  
*Family Practice*  
 Clinical Professor of Nursing

## **(Nurses)**

**1991-93**

**Allen, Elaine**  
*Rosewood*  
 Clinical Assistant Professor of Nursing

**Bailey, K. Jane**  
*Kern Medical Center*  
 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

**Ellenberger, Edith**  
*Bakersfield Regional Rehabilitation 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

**Meyers, Dennis**  
*San Joaquin Hospital*  
 Clinical Assistant Professor of Nursing

**Nemesch, Judy**  
*Bakersfield Regional Rehabilitation Hospital*  
 Clinical Assistant Professor of Nursing

**Reigers, Patricia L.**  
*Medical Legal*  
 Consultant

**Rhoades, Gail**  
*Kern Medical Center*  
 Clinical Manager and Clinical Assistant Professor of Nursing

**Serrano, Greta**  
*Bakersfield Home Health Services*  
 Clinical Assistant Professor of Nursing

**Walker, Carrie**  
*Mercy Hospital*  
 Clinical Assistant Professor of Nursing

**Wasson, Lucinda**  
*Assistant Director, Kern County Health Department*  
 Clinical Assistant Professor of Nursing

## **Clinical Sciences/Medical Technology**

### **(Instructors)**

**1991-93**

**Adamson, Judith L.**  
*Physicians Automated Lab*  
 Clinical Instructor

**Alexander, Mike**  
*Mercy Hospital*  
 Clinical Professor

**Ancheta, David**  
*Mercy Hospital*  
 Clinical Instructor

**Asuncion, Paul**  
*Physicians Automated Lab*  
 Clinical Instructor

**August, Marilyn J.**  
*SmithKline Beecham Clinical Laboratories*  
 Clinical Professor

**Bartel, Ron**  
*Physicians Automated Lab*  
 Clinical Instructor

**Barton, Claudia A.**  
*SmithKline Beecham Clinical Laboratories*  
 Clinical Professor



## Faculty

---

**Bicak, Marilyn**

*San Joaquin Hospital*  
Clinical Instructor

**Bierman, Catherine I.**

*Kern Medical Center*  
Clinical Instructor

**Bird, Carol**

*High Desert Hospital*  
Clinical Instructor

**Boney, Lorna P.**

*Merced Community Medical Center*  
Clinical Instructor

**Borgsdorf, Larry**

*Kaiser Permanente*  
Clinical Professor

**Borkovich, Theresa**

*Kern Medical Center*  
Clinical Instructor

**Bristol, Keith**

*Merced Community Medical Center*  
Clinical Instructor

**Buessow, Scot C.**

*SmithKline Beecham Clinical Laboratories*  
Clinical Professor

**Burger, Tony**

*Mercy Hospital*  
Clinical Instructor

**Burris, Michele**

*Kern Medical Center*  
Clinical Instructor

**Caldwell, John**

*Kern Medical Center*  
Clinical Professor

**Campbell, Kenneth**

*Kern Medical Center*  
Clinical Professor

**Carriger, Jerry**

*Tulare District Hospital*  
Clinical Instructor

**Chien, Richard**

*SmithKline Beecham Clinical Laboratories*  
Clinical Instructor

**Clow, Ann M.**

*Physicians Automated Lab*  
Clinical Instructor

**Cooke, Ailyn**

*Tulare District Hospital*  
Clinical Instructor

**Cooke, David**

*Tulare District Hospital*  
Clinical Professor

**Corp, Richard**

*Merced Community Medical Center*  
Clinical Instructor

**Couch, Glenn**

*Synergistics Diagnostics, Inc.*  
Clinical Instructor

**Dablo, Carmen P.**

*SmithKline Beecham Clinical Laboratories*  
Clinical Professor

**Dominguez, Mar M.**

*SmithKline Beecham Clinical Laboratories*  
Clinical Professor

**Eck, Lawrence M.**

*SmithKline Beecham Clinical Laboratories*  
Clinical Instructor

**Falconer, Gregg**

*SmithKline Beecham Clinical Laboratories*  
Clinical Instructor

**Ferns, Carla**

*High Desert Hospital*  
Clinical Professor

**Fleming, Penelope**

*SmithKline Beecham Clinical Laboratories*  
Clinical Instructor

**Forde, Anne**

*Mercy Hospital*  
Clinical Instructor

**Geer, Barbara**

*Memorial Hospital*  
Clinical Instructor

**Goodger, Patricia**

*Tulare District Hospital*  
Clinical Instructor

**Griffith, Kathy**

*Kern Medical Center*  
Clinical Instructor

**Griffith, Lynda**

*Tulare District Hospital*  
Clinical Instructor

**Gullett, Bill**

*Memorial Hospital*  
Clinical Instructor

**Gunder, Marjorie (Peggy)**

*Kern Medical Center*  
Clinical Instructor

**Harcksen, Nancy**

*Memorial Hospital*  
Clinical Instructor

**Hall, Gloria**

*SmithKline Beecham Clinical Laboratories*  
Clinical Professor

**Henry, Irvin A., Jr.**

*SmithKline Beecham Clinical Laboratories*  
Clinical Professor

**Henry, Teresita P.**

*Merced Community Medical Center*  
Clinical Professor

**Henson, Michael**

*SmithKline Beecham Clinical Laboratories*  
Clinical Professor

**Hettinger, Mark Alan**

*Synergistic Diagnostics, Inc.*  
Clinical Instructor

**Hewitt, Thomas E.**

*SmithKline Beecham Clinical Laboratories*  
Clinical Professor

**Hildebrandt, Hans**

*Merced Community Medical Center*  
Clinical Instructor

**Huettnner, Phillip H.**

*SmithKline Beecham Clinical Laboratories*  
Clinical Instructor

**Ingels, Gary**

*Merced Community Medical Center*  
Clinical Instructor

**Jambor, Louis G.**

*SmithKline Beecham Clinical Laboratories*  
Clinical Professor

**Johnson, Eric**

*Synergistic Diagnostics, Inc.*  
Clinical Instructor

**Kamat, Suresh B.**

*SmithKline Beecham Clinical Laboratories*  
Clinical Professor

**Kaufman, Edward A.**

*SmithKline Beecham Clinical Laboratories*  
Clinical Professor

**Kennedy, Barbara**

*Kern Medical Center*  
Clinical Instructor

**Kieke, George**

*Mercy Hospital*  
Clinical Instructor

**Kilani, Gannat**

*SmithKline Beecham Clinical Laboratories*  
Clinical Instructor

**Kimbrough, Suzan**

*Merced Community Medical Center*  
Clinical Instructor



Lahey, Patty

Smit



## Faculty

**Snelling, Michael E.**

Merced Community Medical Center  
Clinical Instructor

**Sparks, James C.**

SmithKline Beecham Clinical Laboratories  
Clinical Professor

**Stafford, Marilyn**

Mercy Hospital  
Clinical Instructor

**Stephens, Caroline**

Synergistics Diagnostics, Inc.  
Clinical Instructor

**Stevens, Sue**

Tulare District Hospital  
Clinical Instructor

**Talbot, Ron**

Kern County Public Health Dept.  
Clinical Professor

**Taylor, Carol**

Memorial Hospital  
Clinical Instructor

**Tesch, Lynn**

Physicians Automated Lab  
Clinical Instructor

**Thornton, Jane**

Memorial Hospital  
Clinical Instructor

**Tran, Sissi**

Mercy Hospital  
Clinical Instructor

**Udell, Jane**

Tulare District Hospital  
Clinical Instructor

**Van Dusen, Ken**

Kern Medical Center  
Clinical Instructor

**Vedo, Mary**

Merced Community Medical Center  
Clinical Instructor

**Walker, Elizabeth**

High Desert Hospital  
Clinical Instructor

**Weaver, Sherrie**

Mercy Hospital  
Clinical Instructor

**Weber, Kathleen**

Mercy Hospital  
Clinical Instructor

**Wecksler, Wayne R.**

SmithKline Beecham Clinical Laboratories  
Clinical Professor

**Welch, Ken**

Tulare District Hospital  
Clinical Instructor

**Westover, Kirk**

Merced Community Medical Center  
Clinical Instructor

**Wheeler, Andrew**

California Coagulation Laboratories, Inc.  
Clinical Instructor

**Williams, Don**

Physicians Automated Lab  
Clinical Professor

**Williams, Jan**

Physicians Automated Lab  
Clinical Instructor

**Williams, Linda E.**

Memorial Hospital  
Clinical Instructor

**Wlaniowski, Lawrence**

SmithKline Beecham Clinical Laboratories  
Clinical Professor

**Wong, Dennis**

Tulare District Hospital  
Clinical Instructor

**Wong, Jones C.**

Kern Medical Center  
Clinical Instructor

**Wright, Margaret**

Kern Medical Center  
Clinical Instructor

**Young, Carol**

Synergistics Diagnostics, Inc.  
Clinical Instructor

## Adjunct Faculty

### 1990-91

**Adjaye, Sophia**

Lecturer in English  
BA, University of Ghana, Legon; MA, PhD, University of London

**Arce, Mark J.**

Assistant Basketball Coach  
AS, St. Gregory's College; BS, MA, Oklahoma State University.

**Azarmsa, Reza**

Adjunct Lecturer in Education  
BS, MS, University of Tehran; MS, Oregon College of Education; EdD, University of Northern Colorado

**Babin, Joanne**

Director of Forensics and Lecturer in Speech  
BA, MA, University of the Pacific

**Ball, Ron L.**

Lecturer in Mathematics  
BA, MS, University of California at Irvine

**Banks, Beverly**

Adjunct Lecturer in Education  
BA, University of California, Davis; MA, California State University, Fresno.

**Bard, Mark**

Adjunct Lecturer in Accounting  
BS, Thomas College, Waterville, Maine; MA, University of Notre Dame, South Bend, Indiana.

**Barton, Edwin John**

Lecturer in English/Communications  
BA, Franklin Pierce College; MA, University of Toronto; PhD, Vanderbilt University.

**Basirico, Nancy**

Adjunct Lecturer in Music  
BA, University of California, Santa Barbara; MM, California State University, Fullerton.

**Beetem, Jaye**

Lecturer in Fine Arts-Theatre  
BA, University of Utah; MA, Northeast Louisiana University; MFA, Wayne State University.

**Betty, Lynette**

Adjunct Lecturer in English  
BA, MA, University of South Alabama.

**Bicak, Marilyn K.**

Adjunct Lecturer in Clinical Sciences  
BS, Kearney State College; MT, Bryan Memorial Hospital.

**Bittleston, Louise C.**

Lecturer in Nursing  
BSN, Hunter College, New York; MSN, California State University, Fresno; PNP, Valley Medical Center/CSUF.

**Borgsdorf, Larry**

Visiting Assistant Professor in Nursing  
PharmD, University of California, San Francisco.

**Bostick, Edgar J.**

Adjunct Lecturer in Accounting  
BS, UC; CPA, California, New York, North Carolina, and Louisiana.

**Brady, Charles**

Music Studio Instructional Faculty  
BA, University of Southern California; MA, Catholic University of America.

**Brady, Timothy S.**

Adjunct Lecturer in Public Administration  
BA, Texas Lutheran College; MBA, University of New Mexico; PhD, Columbia Pacific University.

**Bruce, S. William**

Adjunct Lecturer in Education  
BA, Fresno State University; MA, Cal State University, Bakersfield; EdD, University of Southern California.



**Bryan, Diane L.**

*Adjunct Lecturer in Music and Music Studio Instructional Faculty*  
BA, University of California, Los Angeles; MM, Manhattan School of Music; DMA, University of Southern California.

**Cahn, Annabelle**

*Lecturer in Art and Director, Todd Madigan Gallery*  
BA, MA, PhD, Columbia University.

**Carlisle, Maritza**

*Adjunct Lecturer in Spanish*  
BA, University of Puerto Rico; MA, University of Illinois.

**Carlson, Charles**

*Adjunct Lecturer in Public Administration*  
AB, University of California, Los Angeles; MA, California State University, Northridge; PhD, University of Southern California.

**Chapman, Esther**

*Adjunct Lecturer in Education*  
BA, San Jose State College; MA, University of Washington and Fresno State College; EdD, University of California, Los Angeles.

**Christiansen, Karen**

*Adjunct Lecturer in Secondary Education*  
BA, MA, Fresno State University.

**Clark, Michal C.**

*Adjunct Lecturer in Education and Psychology*  
BA, University of California, Los Angeles; PhD, Stanford University.

**Collatz, Alan**

*Assistant Track and Field Coach*  
BS, California State University, Bakersfield.

**Cooper, Dianne L.**

*Adjunct Lecturer in Counseling*  
BA, University of California, Berkeley; MA, California State University

**Copelin, Mary**

*Adjunct Lecturer in Communications*  
BA, University of California at Santa Barbara; MA, PhD, University of California, Los Angeles.

**Coulehan, Mary K.**

*Adjunct Lecturer in Computer Science*  
BA, University of California, Los Angeles; BS, California State University, Bakersfield.

**Davis, Heidi**

*Adjunct Lecturer in Fine Arts-Theatre*

**DeBracey, Jane**

*Lecturer in Communications*  
BA, University of Oklahoma; MA, PhD, University of California, Los Angeles.

**DeStefano, Peggy**

*Adjunct Lecturer in Public Administration*  
BA, MS, University of New Haven; MS, Southern Connecticut State College; JD, Hofstra University.

**Dome-Campbell, Lorraine**

*Adjunct Lecturer in Health Science*  
MA, University of Washington.

**Drew, Jr., Joseph E.**

*Adjunct Lecturer in Public Administration*  
BA, Park College; MPA, California State University, Bakersfield.

**Drushell, Barbara**

*Adjunct Lecturer in English*  
BA, Douglas College; MA, PhD, Harvard University.

**Dukes, Fred R.**

*Adjunct Lecturer in Education*  
BA, Whittier College; MA, University of Southern California.

**Elsdon, Donna**

*Adjunct Lecturer in Computer Science*  
BA, California State University, Bakersfield.

**Endicott, Yvonne**

*Music Studio Instructional Faculty*  
Graduate School of Music; Licentiate of the Royal Academy of Music

**Estill, Kristine**

*Adjunct Lecturer in Biology*  
BS, California State University, Bakersfield; MS, University of Wyoming.

**Fairbairn, Frances**

*Adjunct Lecturer in Mathematics*  
BS, MS, Vanderbilt University.

**Fenenga, Gerrit**

*Lecturer in Anthropology/Archaeology*  
BA, MA, PhD, University of California, Berkeley.

**Giles, Patricia**

*Adjunct Lecturer in Education*  
BA, California State University, Bakersfield; MEd, University of LaVerne

**Gill, Susan**

*Adjunct Lecturer in Psychology*  
BA, University of Southern California; JD, Loyola Law School.

**Gove, Carolyn**

*Lecturer in Mathematics*  
BA, Mills College.

**Greene, Bonita**

*Adjunct Lecturer in English*  
BA, MA, California State University, Bakersfield.

**Haile, Richard**

*Adjunct Lecturer in Accounting*  
BS, California State University, Bakersfield; MS, Golden Gate University.

**Halpern-Hinds, Annette**

*Adjunct Lecturer in Biology*  
BA, MS, PhD, University of Arizona, Tucson.

**Hartsell, Stephen L.**

*Adjunct Lecturer in Public Administration*  
BA, Claremont McKenna College; JD, University of Santa Clara School of Law.

**Harvey, Donald**

*Visiting Professor of Management*  
BA, University of Washington; PhD, Case Western Reserve University.

**Head, Rebecca Ann**

*Adjunct Lecturer in Mathematics*  
BS, University of Colorado; Secondary Single Subject Credential, California State University, Bakersfield.

**Hearn, Lerma E.**

*Lecturer in Chemistry*  
BA, Rice University; MS, University of Houston.

**Heriford, Janice Lee**

*Assistant Softball Coach*  
BA in progress, California State University, Bakersfield.

**Hernandez, John Paul**

*Adjunct Lecturer in Elementary Education*  
BA, MA, University of Michigan; EdD, University of California, Los Angeles.

**Hightower, Matthew W.**

*Lecturer in Management Information Systems*  
BS, MBA, California State University, Bakersfield.

**Hinds, Claudia**

*Adjunct Lecturer in Biology*  
BS, MS, Colorado State University; Animal Health Technician Program, Western Career College.

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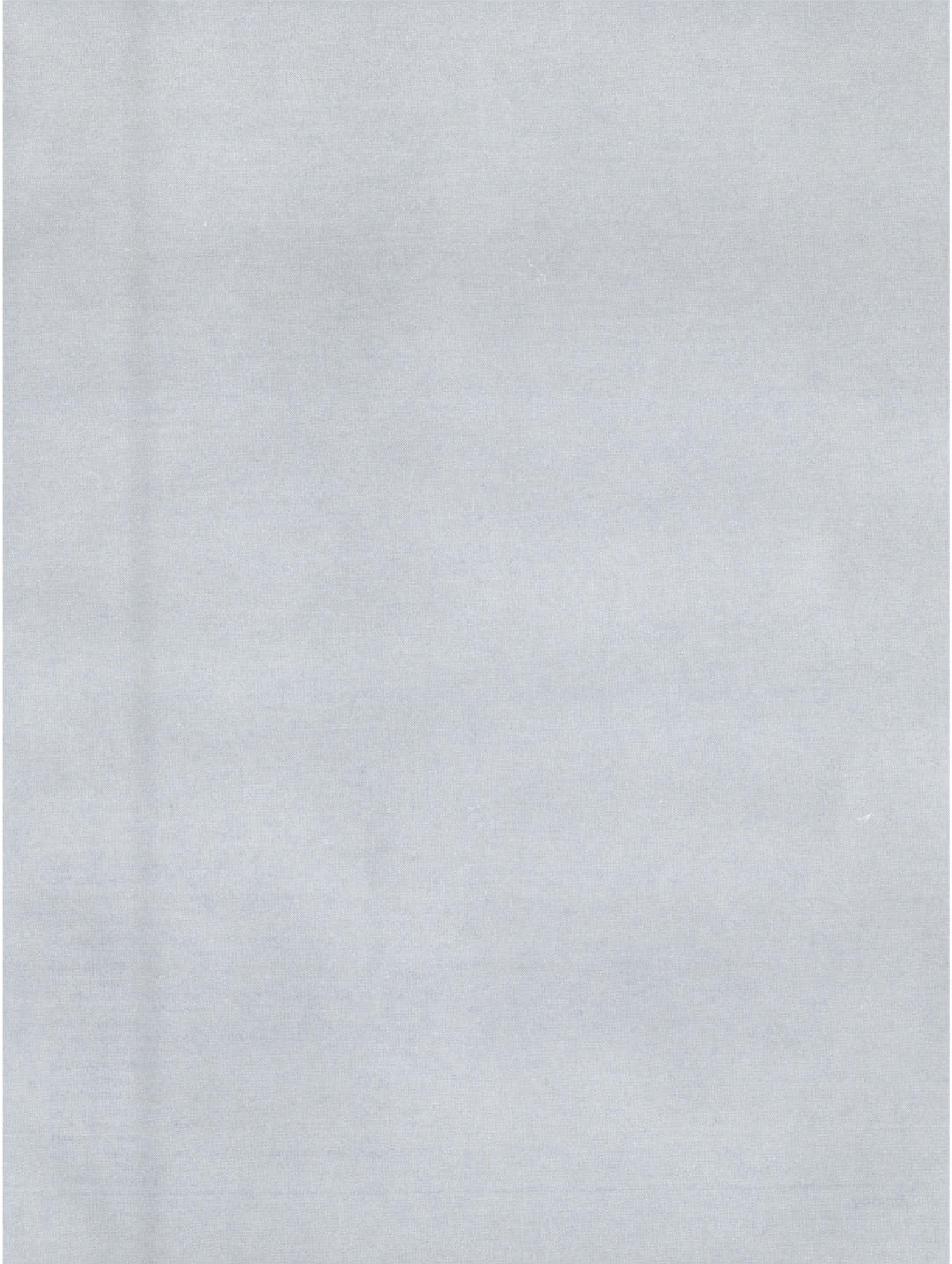
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