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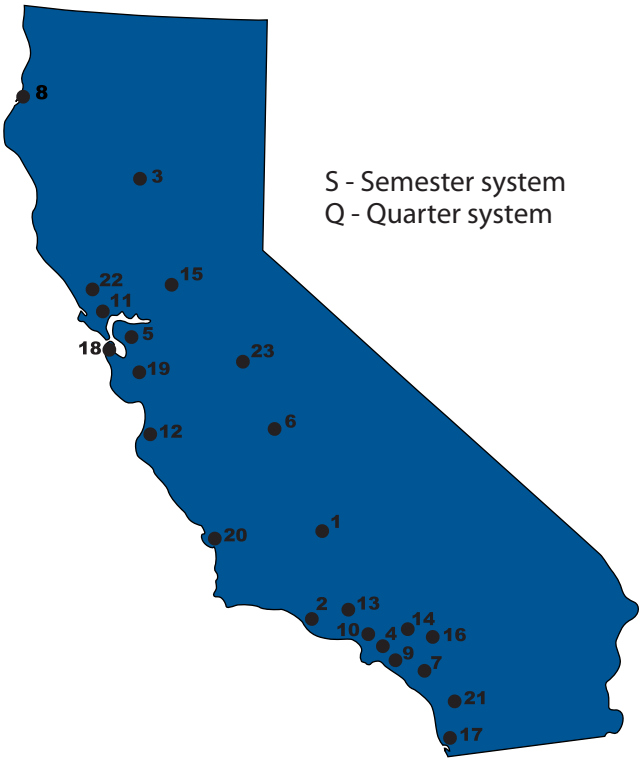
A world of information is just a click away.

Visit the California State University website at www.calstate.edu to find out all relevant information about the 23 CSU campuses. The phone numbers listed are the main contact information for the campus office of admission.



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(661) 654-3036 • www.csub.edu

2 California State University, Channel Islands • S
One University Drive, Camarillo, CA 93012
(805) 437-8500 • www.csuci.edu

3 California State University, Chico • S
400 W. First Street, Chico, CA 95929-0722
(530) 898-6321 • www.csuchico.edu

4 California State University, Dominguez Hills • S
1000 East Victoria Street, Carson, CA 90747
(310) 243-3645 • www.csudh.edu

5 California State University, East Bay • Q
25800 Carlos Bee Blvd., Hayward, CA 94542-3035
(510) 885-2784 • www.csueastbay.edu

6 California State University, Fresno • S
5150 North Maple Avenue, Fresno, CA 93740-0057
(559) 278-2261 • www.csufresno.edu

7 California State University, Fullerton • S
800 N. State College Blvd., Fullerton, CA 92834-9480
(714) 278-2300 • www.fullerton.edu

8 Humboldt State University • S
1 Harpst Street, Arcata, CA 95521-4957
(707) 826-4402 • (866) 850-9556 • www.humboldt.edu

9 California State University, Long Beach • S
1250 Bellflower Blvd., Long Beach, CA 90840-0106
(562) 985-5471 • www.csulb.edu

10 California State University, Los Angeles • Q
5151 State University Drive, Los Angeles, CA 90032-8530
(323) 343-3901 • www.calstatela.edu

11 California Maritime Academy • S
200 Maritime Academy Drive, Vallejo, CA 94590
(707) 654-1330 • www.csum.edu

12 California State University, Monterey Bay • S
100 Campus Center Drive, Seaside, CA 93955-8001
(831) 582-3738 • www.csumb.edu

13 California State University, Northridge • S
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(818) 677-3700 • www.csun.edu

14 California State Polytechnic University, Pomona • Q
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(909) 869-5299 • www.csupomona.edu

15 California State University, Sacramento • S
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(916) 278-7766 • www.csus.edu

16 California State University, San Bernardino • Q
5500 University Parkway, San Bernardino, CA 92407-2397
(909) 537-5188 • www.csusb.edu

17 San Diego State University • S
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(619) 594-6336 • www.sdsu.edu

18 San Francisco State University • S
1600 Holloway Avenue, San Francisco, CA 94132-1722
(415) 338-1113 • www.sfsu.edu

19 San José State University • S
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(408) 283-7500 • www.sjsu.edu

20 California Polytechnic State University, San Luis Obispo • Q
San Luis Obispo, CA 93407
(805) 756-2311 • www.calpoly.edu

21 California State University, San Marcos • S
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(760) 750-4848 • www.csusm.edu

22 Sonoma State University • S
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(707) 664-2778 • www.sonoma.edu

23 California State University, Stanislaus • S
One University Circle, Turlock, CA 95382
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Lieutenant Governor of California

The Honorable John Pérez
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The Honorable Tom Torlakson
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Dr. Timothy P. White
Chancellor of The California State University

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THE CALIFORNIA STATE UNIVERSITY

Welcome to the California State University (CSU) – the largest comprehensive higher education system in the nation with 23 unique campuses serving more than 437,000 students with 44,000 employees statewide. Each year, the university awards nearly 100,000 bachelor's, master's and doctoral degrees. CSU graduates now total nearly 3 million strong, and are serving as leaders in the industries that drive California's economy, including business, agriculture, entertainment, engineering, teaching, hospitality and healthcare. Learn more at www.calstate.edu.

More than 50-year tradition of excellence

Academic excellence has been achieved by the CSU through a distinguished faculty whose primary responsibility is superior teaching. While each campus is unique based on its curricular specialties, location and campus culture, every CSU is distinguished for the quality of its educational programs. All campuses are fully accredited, provide a high-quality broad liberal educational program and offer opportunities for students to engage in campus life through the Associated Students, Inc., clubs and service learning. Through extensive industry partnerships and robust campus auxiliaries, the CSU is expanding programs, internships and workforce training opportunities to ensure CSU students are ready with the critical thinking skills, industry knowledge and hands-on experience for employment and career advancement.

Facts

- CSU faculty attract more than $500 million annually in research and education grants, and contracts by federal, state and regional agencies.
- 1 in every 10 employees in California is a CSU alumnus.
- The CSU awards 45 percent of the bachelor's degrees earned in California.
- More than half of all the nurses in the state earn their degrees from the CSU.
- The CSU awards 95 percent of the hospitality/tourism degrees in the state.
- Nearly half of all of the state's engineers earn their degrees from the CSU.
- The CSU is the leading provider of teacher preparation programs in the state.
- The CSU offers 105 fully online degree programs through www.calstateonline.net.
- The CSU offers 3,250 online courses to provide more educational options to students who may prefer an online format to a traditional classroom setting.
- The CSU's growing online concurrent enrollment program gives students the ability to enroll in courses offered by other campuses in the CSU system.
- The CSU serves more than 5,000 individuals annually through professional development certificate programs in educational health services, business and technology, leisure and hospitality, manufacturing, international trade, and many other industries.
- For every $1 that the state invests in the CSU, the university generates $5.43 for California's economy.

Governance

The system is governed by the Board of Trustees, most of whom are appointed by the governor and serve with faculty and student representatives. The CSU Chancellor is the chief executive officer, reporting to the Board. The campus presidents serve as the campus-level chief executive officers. The Trustees, Chancellor and presidents develop systemwide educational policy. The presidents, in consultation with the Academic Senate and other campus stakeholder groups, render and implement local policy decisions.

CSU Historical Milestones

The individual California State Colleges was established as a system with a Board of Trustees and a Chancellor in 1960 by the Donahoe Higher Education Act. In 1972, the system was designated as the California State University and Colleges, and in 1982 the system became the California State University (CSU). Today, the CSU is comprised of 23 campuses, including comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The oldest campus—San José State University—was founded in 1857 and became the first institution of public higher education in California. The newest—CSU Channel Islands—opened in fall 2002, with freshmen arriving in fall 2003.

In 1963, the State Academic Senate was established to act as the official voice of CSU faculty in systemwide matters. Also, the California State College Student Presidents Association—which was later renamed the California State Students Association—was founded to represent each campus student association on issues affecting students.

Through its many decades of existence, the CSU has continued to adapt to address societal changes, student needs and workforce trends. While the CSU's core mission has always focused on providing high-quality, affordable bachelor's and master's degree programs, over time the university has added a wide range of services and programs to support student success – from adding health centers and special programs for veterans to building student residential facilities to provide a comprehensive educational experience.

To improve degree completion and accommodate students working full- or part-time, the educational paradigm expanded to give students the ability to complete upper-division and graduate requirements through part-time, late afternoon, and evening study. The university also expanded its programs to include a variety of teaching and school service credential programs, specially designed for working professionals.

The CSU marked another significant educational milestone when it broadened its degree offerings to include doctoral degrees. The CSU independently offers educational doctorate (Ed.D.), Doctor of Physical Therapy (DPT), and Doctor of Nursing Practice (DNP) degree programs. A limited number of other doctoral degrees are offered jointly with the University of California and private institutions in California.

In 2010, in an effort to accommodate community college transfer students, the university, in concert with the California Community Colleges, launched the Associate Degree for Transfer, which guarantees transfer students admission to the CSU with junior status.

Always adapting to changes in technology and societal trends to support student learning and degree completion, the CSU initiated another milestone in 2013, when it launched Cal State Online, a systemwide collection of services that support the delivery of fully online programs from campuses. Now, full-time students also have access to fully online courses offered at other CSU campuses.

The CSU is dynamic and ever changing to ensure a quality higher education to the students of California. With 23 campuses, 437,000 students and 44,000 faculty and staff, the CSU plays a critical role in preparing outstanding candidates for the job market. The CSU is committed to continually developing innovative programs, services and opportunities that will give students the tools they need to meet their full potential.

AVERAGE SUPPORT COST PER FULL-TIME EQUIVALENT STUDENT AND SOURCES OF FUNDS

The total support cost per full-time equivalent student (FTES) includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of FTES. The total CSU 2013/14 budget amounts were $2,330,500,000 from state General Fund (GF) appropriations (not including capital outlay funding) and before adding $16.3 million CalPERS retirement adjustment, $1,539,029,000 from tuition fee revenue and after tuition fee discounts (forgone revenue), and $408,305,000 from other fee revenues for a total of $4,277,834,000. The number of 2013/14 FTES is 336,510 resident target and 14,358 non-resident students for a total of 350,838 FTES. The GF appropriation is applicable to resident students only whereas fee revenues are collected from resident and nonresident students. FTES is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student's academic load).
The 2013/14 average support cost per FTES based on GF appropriation and net tuition fee revenue only is $11,312 and when including all sources as indicated below is $12,476, which includes all fee revenue in the CSU Operating Fund (e.g. tuition fees, application fees, and other campus mandatory fees). Of this amount, the average net tuition and other fee revenue per FTES is $5,551.

2013/14	Amount	Average Cost per FTES	Percentage
State Appropriation (GF)[1]	2,330,500,000	6,925	55.5%
Net Tuition Fee Revenue[2]	1,539,029,000	4,387	35.2%
Other Fees Revenue[2]	386,604,000	1,164	9.3%
Total Support Cost	**4,277,834,000**	**12, 476**	**100.0%**

[1]Represents state GF appropriation in the Budget Act of 2013/14; GF is divisible by resident students only (336,510 FTES).
[2]Represents CSU Operating Fund, Tuition Fee and other fees revenue amounts (net of tuition fee discounts) submitted in campus August 2013/14 final budgets. Revenues are divisible by resident and nonresident students (350,838 FTES).

The average CSU 2013/14 academic year, resident, undergraduate student basic tuition fee and other mandatory fees required to apply to, enroll in, or attend the university is $6,695 ($5,472 tuition fee plus $1,223 average campus-based fees). However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.

Summer Quarter, 2013

April 15 – 26	Academic Advising for Continuing Students (for Summer & Fall Quarters)
Apr 22 - Sep 12	**Registration** for Continuing Students (for Fall Quarter)
April 19	Last Day to Apply for Summer Graduation ($55 fee)
April 26	**Transfer Day Orientation** and Advising for Antelope Valley Students (for Fall Quarter)
April 27	**Freshman Day Orientation** and Advising (for Fall Quarter)
May 01	Campus-wide Emergency Evacuation Day
May 06 - Jun 13	**Registration** for Continuing Students (for Summer Quarter)
June 18	**Orientation** and Advising for All Students (for Summer & Fall Quarters)
June 20	**Orientation** and Advising for All Students (for Summer & Fall Quarters)
June 20	**Orientation** and Advising for Antelope Valley Students (for Summer & Fall Quarters)
June 25	**ALL SUMMER FACULTY DUE ON CAMPUS**
June 25	**First Day of Classes**
Jun 25 - Jul 01	Schedule Adjustment Period
July 01	Last Day to **Add** Classes
July 01	Last Day to Change between Audit and Letter Grading
July 01	Last Day of Schedule Adjustment Period (for Summer Quarter)
July 04	**HOLIDAY** - Independence Day - Campus Closed
July 08	Census Day
July 08	Last Day to Change between Credit/No-credit and Letter Grading
July 08	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
July 09	Ramadan Begins – Islamic Holy Day
July 12	Last Day to Apply for Fall Graduation ($55 fee)
July 24	Last Day to Withdraw from Classes for a Serious and Compelling Reason
Jul 29 - Aug 02	SOCI Week
July 30	**Orientation** and Advising for All Students (for Summer & Fall Quarters)
August 06	**Last Day of Classes**
August 06	Last Day to Submit Completed Master's Thesis to Library (Room 211)
August 07 - 08	Examination Period
August 08	**Orientation** and Advising for Antelope Valley Students (for Fall Quarter)
August 12 - 13	Evaluation Day
August 14	Grades Due

Summer Quarter Break: August 15, 2013 – September 8, 2013

Fall Quarter, 2013

April 15 – 26	Academic Advising for Continuing Students (for Summer & Fall Quarters)
Apr 22 - Sep 12	**Registration** for Continuing Students (for Fall Quarter)
April 19	Last Day to Apply for Summer Graduation ($55 fee)
April 26	**Transfer Day Orientation** and Advising for Antelope Valley Students (for Fall Quarter)
April 27	**Freshman Day Orientation** and Advising (for Fall Quarter)
June 18	**Orientation** and Advising for All Students (for Summer & Fall Quarters)
June 20	**Orientation** and Advising for All Students (for Summer & Fall Quarters)
June 20	**Orientation** and Advising for Antelope Valley Students (for Fall Quarter)
July 12	Last Day to Apply for Fall Graduation ($55 fee)
July 30	**Orientation** and Advising for All Students (for Summer & Fall Quarters)
August 08	**Orientation** and Advising for Antelope Valley Students (for Fall Quarter)
September 02	**HOLIDAY** - Labor Day - Campus Closed
September 09	**ALL FACULTY DUE ON CAMPUS**
September 12	Last Day of **Registration** for Continuing Students (for Fall Quarter)
September 13	**Orientation** and Advising for Antelope Valley Students (for Fall Quarter)
September 14	Yom Kippur – Jewish Holy Day
September 16	**First Day of Classes**
Sep 16 - 23	Schedule Adjustment Period (for Fall Quarter)
September 23	Last Day to **Add** Classes
September 23	Last Day to Change between Audit and Letter Grading
September 23	Last Day of Schedule Adjustment Period (for Fall Quarter)
October 04	Census Day
October 04	Last Day to Change between Credit/No-credit and Letter Grading
October 04	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 04	Last Day to Apply for Winter Graduation ($55 fee)
October 14	Dasera – Hindu Holy Day
October 15	Eid Al-Adha - Islamic Holy Day
October 16	Campus-wide Emergency Evacuation Day
Oct 21 - Nov 01	Academic Advising for Continuing Students (for Winter Quarter)
October 25	**Orientation** and Advising for Antelope Valley Students (for Winter Quarter)
Oct 28 - Dec 27	**Registration** for Continuing Students (for Winter Quarter)
November 01	Last Day to Withdraw from Classes for a Serious and Compelling Reason
November 03	Diwali – Hindu Holy Day
Nov 12 - 15	SOCI Week
November 11	**HOLIDAY** - Veterans Day - Campus Closed
November 22	**Last Day of Classes**
November 22	Last Day to Submit Completed Master's Thesis to Library (Room 211)
Nov 23 & 25 - 27	Examination Period
Nov 28 - 29	**HOLIDAY** - Thanksgiving – Campus Closed
December 02	Grades Due

Fall Quarter Break: December 03, 2013 – December 31, 2013

Winter Quarter, 2014

October 04	Last Day to Apply for Winter Graduation ($55 fee)
Oct 21 - Nov 01	Academic Advising for Continuing Students (for Winter Quarter)
October 25	**Orientation** and Advising for Antelope Valley Students (for Winter Quarter)
Oct 28 - Dec 27	**Registration** for Continuing Students (for Winter Quarter)
December 25	Christmas Day
January 01	**HOLIDAY** - New Year's Day - Campus Closed
January 02	**ALL FACULTY DUE ON CAMPUS**
January 03	**Orientation** and Advising for All Students (for Winter Quarter)
January 03	**Orientation** and Advising for Antelope Valley Students (for Winter Quarter)
January 06	**First Day of Classes**
January 06 - 13	Schedule Adjustment Period (for Winter Quarter)

January 13	Last Day to **Add** Classes
January 13	Last Day to Change between Audit and Letter Grading
January 13	Last Day of Schedule Adjustment Period (for Winter Quarter)
January 20	**HOLIDAY** - Martin Luther King Jr. Day - Campus Closed
January 27	Census Day
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	Last Day to Apply for Spring Graduation ($55 fee)
Feb 03 - 14	Academic Advising for Continuing Students (for Spring Quarter)
Feb 10 - Mar 27	**Registration** for Continuing Students (for Spring Quarter)
February 24	Last Day to Withdraw from Classes for a Serious and Compelling Reason
March 03 - 07	SOCI Week
March 05	Ash Wednesday - Christian Holy Day
March 17	Holi - Hindu Holy Day
March 17	**Last Day of Classes**
March 17	Last Day to Submit Completed Master's Thesis to Library (Room 211)
March 18	Study/Reading Day
March 19 - 22	Examination Period
March 24	Grades Due

Spring Break: March 25, 2014 – March 28, 2014

Spring Quarter, 2014

January 27	Last Day to Apply for Spring Graduation ($55 fee)
Feb 03 - 14	Academic Advising for Continuing Students (for Spring Quarter)
Feb 10 - Mar 27	**Registration** for Continuing Students (for Spring Quarter)
March 27	**Orientation** and Advising for All Students (for Spring Quarter)
March 28	**Orientation** and Advising for Antelope Valley Students (for Spring Quarter)
March 31	**HOLIDAY** - Cesar Chavez Day – Campus Closed
April 01	**ALL FACULTY DUE ON CAMPUS**
April 01	**First Day of Classes**
April 01 - 08	Schedule Adjustment Period (for Spring Quarter)
April 08	Last Day to **Add** Classes
April 08	Last Day to Change between Audit and Letter Grading
April 08	Last Day of Schedule Adjustment Period (for Spring Quarter)
April 12	**Transfer Day Orientation** and Advising (for Fall Quarter)
April 13	Palm Sunday - Christian Holy Day
April 15	Passover - Jewish Holy Day
April 18	Good Friday - Christian Holy Day
April 18	Last Day of to Apply for Summer Graduation ($55 fee)
April 20	Easter - Christian Holy Day
April 21	Census Day
April 21	Last Day to Change between Credit/No-credit and Letter Grading
April 21	Last Day to Withdraw from Classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
April 25	**Transfer Day Orientation** and Advising for Antelope Valley Students (for Fall Quarter)
April 26	**Freshman Day Orientation** and Advising (for Spring Quarter)
May 05 - 16	Academic Advising for Continuing Students (for Summer & Fall Quarters)
May 05 - Jun 12	**Registration** for Continuing Students (for Summer Quarter)
May 07	Campus-wide Emergency Evacuation Day
May 12 - Sep 11	**Registration** for Continuing Students (for Fall Quarter)
May 19	Last Day to Withdraw from Classes for a Serious and Compelling Reason
May 26	**HOLIDAY** - Memorial Day – Campus Closed
May 27 - 30	SOCI Week
June 09	**Last Day of Classes**
June 09	Last Day for Completion of Work by Master's Candidates to Graduate in June
June 09	Last Day to Submit Completed Master's Thesis to Library (Room 211)
June 10	Study/Reading Day
June 11 - 14	Examination Period
June 13 - 14	Commencement
June 16	Grades Due

THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR

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President

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Executive Assistant to the President

Tina Giblin
Presidential Aide

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Vacant
Director, Telecommunications

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Juli Smith
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Jeff Konya
Director, Athletics

Taren Mulhause
Executive Director, Associated Students, Inc. (ASi)

Lori Fuller
Manager, Runner Bookstore

David Corral
Manager, Food Services (ARAMARK)

Jane Evarian
Director, The Center for Community Engagement and Career Development (CECE)

Gladys Garcia
Director, Children's Center

Michael Harville
Coordinator, Counseling Center

Crystal Becks
Director, Housing and Residence Life

Janice Clausen
Director, Services for Students with Disabilities

Vacant
Director, Office of Student Rights and Responsibilities

Oscar Rico
Medical Director, Student Health Services

Mark Harriman
Director, Student Recreation Center

Emile Callahan
Director, Student Union and Student Organizational Governance

Emily Poole
Assistant Director of Campus Programming, Student Union and Student Organizational Governance

Craig Kelsey
Interim Associate Vice President, CSUB Antelope Valley (AV) Center

Debby Rodrigues
Coordinator of Student Services, CSUB Antelope Valley (AV) Center

DIVISION OF ENROLLMENT MANAGEMENT

Jacqueline Mimms
Associate Vice President for Enrollment Management

Debra Blowers
Admissions and Evaluations Assistant Director

Maria Escobedo
College Assistance Migrant Program (CAMP) Director/ Special Assistant to EM AVP

Rita Gustafson
Registrar/National Student Exchange Coordinator

Tanae Hammond
Veterans Affairs Coordinator

Tommy Holiwell
EM Analyst/Programmer

Dagmara Karnowski
International Students and Programs Director

Wanda Lacava
Budget and Special Projects Director

Vikash Lakhani
Executive Director of Operations and Early Intervention Programs and Academic Advising and Resource Center Director

Lou Montano
Testing Center/High School Equivalency Program (HEP) Director

Ben Perlado
Enrollment Management Systems Director

Jesse Quintanilla
Talent Search Director

Peter Rivera
Career Beginnings Director

Harold Russell
Admissions Specialist

Vacant
Admissions and Records Director

Steve Walsh
Educational Opportunity Program (EOP)/Summer Bridge/Foster Youth/Guardian Scholars Coordinator

Steve Watkin
University Outreach Services/New Student Orientation Director

Office of Financial Aid & Scholarships

Ron Radney
Director

Chad Morris
Associate Director

Cliff Smith
Financial Aid Systems Analyst/Technical Support

Tommy Holiwell
STARS System Analyst/Technical Support

Rey Cuesta
Federal Work-Study Coordinator/Financial Aid Counselor

Kristie Luna
Athletic Grant-in-Aid Coordinator/Financial Aid Counselor

Christine Lopez
Pell Grant Coordinator/Financial Aid Counselor

Tanae Hammond
Academic Scholarship and VA Coordinator/Financial Aid Counselor

Jodi Sharp
CSAC Programs Coordinator/Financial Aid Counselor

Rocio Jones
Assistant Pell Grant Coordinator/Financial Aid Counselor

Cristina Alexander
Direct Loan Coordinator/Financial Aid Counselor

Janis Lopez
COD Data Processor/Department Support

Natalie Salazar
Document Imaging & Citizenship Specialist

Stephanie Pickens
Financial Aid Assistant/Front Office Support

ADVISORY BOARD

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Pastor
St. Peter Restoration
Community Christian Ministries

Mrs. Gayle Batey
Batey Development, Inc.

Mr. Richard Beene
The Bakersfield Californian

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Business Consultant
M. Bryan Burrow Business and Financial Consulting

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Senior Vice President
Tejon Ranch Co.

Christine L. Frazier, Ed.D.
Superintendent
Office of Kern County Superintendent of Schools

Ms. Judy Fritch
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Public Affairs
Univision KABE-39, TeleFutura KBTF-31 & MY45

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Mr. Edward R. Paine
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EP & Associates

Mr. Matthew Park

Mr. Jay L. Rosenlieb
Attorney
Klein, DeNatale, Goldner, Cooper,
Rosenlieb & Kimball LLP

Mr. Rick Stevens
President
Stevens Transportation Inc.

Mr. James T. Whitehead
Major General (retired)

EX-OFFICIO MEMBERS

Dr. Horace Mitchell
President
California State University, Bakersfield
Executive Secretary

Dr. Soraya Coley
Provost and Vice President for Academic Affairs
California State University, Bakersfield

Mr. David Melendez
Vice President for University Advancement
California State University, Bakersfield

Mr. Michael A. Neal
Vice President for Business and Administrative Services
California State University, Bakersfield

Dr. Thomas Wallace
Vice President for Student Affairs
California State University, Bakersfield

Ms. Evelyn Young
Executive Assistant to the President
California State University, Bakersfield

California State University Bakersfield opened in September 1970 as the 19th member of the 23-campus California State University system. Its vision is to become the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience and community engagement.

The university is a comprehensive regional university and is committed to excellence in its four schools: Arts and Humanities, Business and Public Administration, Natural Sciences, Mathematics, and Engineering, and Social Sciences and Education. The university is fully accredited by the Western Association of Schools and Colleges, with six programs also accredited by national accrediting organizations.

CSUB is located on a 375-acre site in metropolitan Bakersfield. Some 7,800 undergraduate and graduate students attend CSUB at either the main campus in Bakersfield or the off-campus center in Antelope Valley. More than 90% of CSUB's tenured/tenure-track faculty has doctoral degrees in their fields of study.

The university operates on a quarter system from September to June with two summer sessions. CSUB has majors in 31 undergraduate degree programs, seven credential programs in education, and 17 graduate degree programs.

CSUB is distinguished by an outstanding faculty, excellent academic programs, and by the extraordinary accessibility of the faculty to students. Small classes and close interaction between students and faculty enhance the learning environment. Over 90% of the tenured faculty earned doctorate degrees in their fields of study. CSUB has the highest percentage of faculty in the CSU with terminal degrees. CSUB hosts numerous centers and institutes, which promote scholarly research and publication and give students an opportunity to conduct research, as well as provide invaluable scholarly and research resources to the community.

CSUB Athletics has been a source of continuing pride for the university and community. CSUB's 17 sports programs have won 30 national championships. In 1998 CSUB won the Sears Cup as the best NCAA Division II program in the nation. In June, 2006, President Mitchell announced the university's intention to move its athletics program to NCAA Division I.

Accreditation and Memberships

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.

California State University, Bakersfield is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Ave., Suite 100, Alameda, CA. 94501, (510) 748-9001. The Teacher Preparation Program is accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for the Accreditation of Teacher Education (NCATE). The Nursing Program is approved by the California Board of Registered Nursing (BRN) and accredited by the Commission on Collegiate Nursing Education (CCNE). The undergraduate and graduate programs in Business Administration are accredited by the (AACSB) International, The Association to Advance Collegiate Schools of Business. The Master of Public Administration and the Master of Science in Administration, Health Care Management are accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The Chemistry Program is approved by the Committee of Professional Training of the American Chemical Society.

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

The university is affiliated with many national academic honor societies. The university offers membership in a chapter of Alpha Chi, an honorary society recognizing academic achievement. The School of Arts and Humanities has established active chapters of Phi Alpha Theta, the international history honor society; Lambda Pi Eta, the national Communication honorary society; Omicron Delta Epsilon, the national Economic honorary society; Sigma Tau Delta, the national English honorary society; Pi Sigma Alpha, the national Political Science honorary society; Psi Chi, the national Psychology honorary society; and Sigma Delta Pi, the national Spanish honorary society. The School of Natural Sciences and Mathematics has established a chapter in the Society of Sigma Xi, the national honorary in the sciences. The Department of Nursing has a chapter of Sigma Theta Tau, International Nursing Honor Society. The School of Business and Public Administration has established chapters of Beta Gamma Sigma, the national honor society for professionally accredited schools of business administration; Sigma Iota Epsilon, the national management honorary society; and Pi Alpha Alpha, the national society for public affairs and administration.

President Mitchell is a signatory to the American College and University President's Climate Commitment (ACUPCC) and CSU Bakersfield is a member of the Association for the Advancement of Sustainability in Higher Education (AASHE).

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

Availability of Institutional and Financial Assistance Information

The following information concerning student financial assistance may be obtained from the financial aid website at http://www.csub.edu/finaid/ and/or from the Director of Financial Aid and Scholarships (SA 114, 661-654-3016):

1. A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at California State University, Bakersfield;
2. For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student's award;
3. A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and criteria for continued student eligibility under each program;
4. The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance;
5. The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
6. The way the school provides for Pell-eligible students to obtain or purchase required books and supplies by the seventh day of a payment period and how the student may opt out;
7. The terms of any loan received as part of the student's financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
8. The general conditions and terms applicable to any employment provided as part of the student's financial aid package;
9. The terms and conditions of the loans students receive under the Direct Loan and Perkins Loan Programs;
10. The exit counseling information the school provides and collects for student borrowers; and
11. Contact information for ombuds offices available for disputes concerning federal, institutional and private loans.

Federal Regulations (Part 668.41-Student Assistance General Provisions) mandate that a Notice of Required Disclosures be provided to all enrolled students on an annual basis and be made available to all prospective students. These disclosures may be reviewed online at www.csub.edu/disclosures/**.** Upon request, a person is entitled to a paper copy containing the required information. To request a paper copy, students may print the disclosures webpage or obtain a copy by contacting the Executive Assistant to the President, Ms. Evelyn Young, at eyoung3@csub.edu or by calling (661) 654-2241.

Additional resources for campus disclosures include:

Information concerning the cost of attending California State University, Bakersfield is also available from the financial aid website at http://www.csub.edu/finaid/ and/or from the Director of Financial Aid and Scholarships (SA 114, 661-654-3016), and includes tuition and fees; the estimated costs of books and supplies; estimates of typical student room, board, and transportation costs; and, if requested, additional costs for specific programs.

Information concerning the refund policies of California State University, Bakersfield for the return of unearned tuition and fees or other refundable portions of institutional charges is available from the Assistance Vice President, Fiscal Services (ADM 103, 661-654-2251).

Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulation is available from the financial aid website at http://www.csub.edu/finaid/ and/or from the Director of Financial Aid and Scholarships (SA 121, 661-654-3016).

Information regarding special facilities and services available to students with disabilities may be obtained from the Director, Disabled Services (SA 142, 661-654-3360).

Information concerning California State University, Bakersfield policies, procedures, and facilities for students and other to report criminal actions or other emergencies occurring on campus may be obtained from the Director, Public Safety/University Police (SSS 106, 661-654-2111).

Information concerning California State University, Bakersfield annual campus security report may be obtained from the Director, Public Safety/University Police (SSS 106, 661-654-2111).

Information concerning the prevention of drug and alcohol abuse and rehabilitation programs may be obtained from the Director, Personnel Services (ADM 108, 661-654-2266).

Information regarding student retention and graduation rates at California State University, Bakersfield and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest may be obtained from the Special Assistant to the President, Institutional Research (AW 110A, 661-654-3145).

Information concerning athletic opportunities available to male and female students and the financial resources and personnel that California State University, Bakersfield dedicates to its men's and women's teams may be obtained from the Director, Athletics (GYM 112, 661-654-2188).

Information concerning teacher preparation programs at California State University, Bakersfield, including the pass rate on teacher certification examinations, may be obtained from the Dean, School of Social Sciences and Education (EDUC Bldg, 661-654-6663).

Information concerning grievance procedures for students who feel aggrieved in their relationships with the university, its policies, practices and procedures, or its faculty and staff may be obtained from the Associate Vice President for Academic Programs (EDUC 242, 661-654-3420).

The federal Military Selective Service Act (the "Act") requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need based student grants funded by the state or a public postsecondary institution.

Selective Service registration forms are available at any U.S. Post Office, and many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available and the registration process may be initiated online at http://www.sss.gov.

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:

- **The Business Research and Education Center** is a focal point and resource for faculty research projects, various student programs and projects, and the facilitation of interactive efforts and programs between/amongst the School of Business and Public Administration and a myriad of community, business and government interests throughout the regional Kern County area. Some of the ongoing programs include: (1) The Family Business Institute provides a comprehensive program promoting the success of family owned businesses in Kern County. The FBI is a specifically designed resource that addresses the myriad of issues pertaining to family businesses. The goal of the Institute is to develop a body of knowledge and problem solving techniques that are accessible to all members. The FBI is a public-private alliance among the School of Business and Administration at CSUB, Kern County family owned businesses, and service professionals. (2) The Kern County Technology Transfer Group provides support for the commercialization of technology and technology transfer for technology oriented firms throughout Kern County. (3) The Kern County Export Development Program provides interns for Kern County businesses interested in starting and expanding export trade. (4) The Strategic Management Plan Program offers senior and MBA students the opportunity to analyze and provide Strategic Management Plans, including a comprehensive strategic analysis, to businesses throughout Kern County. These projects will be conducted and completed by teams of senior or graduate students under the direction of CSUB professors. Following an extensive analysis of each business, a completed Final Report will be issued to the participating business.

- **California Well Sample Repository** organization is California's only facility for the permanent storage and public use of cores, sidewall samples, drill cuttings, outcrop samples, microfaunal slides, foundation borings, and mineral suites.

- **Center for Archaeological Research** has been active in Cultural Resource Management in southern and central California for almost 20 years, completing more than 700 projects. Our experience and familiarity with the historical and prehistoric archaeology of the southern San Joaquin Valley, Mojave Desert, and adjacent areas provides a distinct advantage in the reliable identification and evaluation of cultural resources for purposes of compliance with applicable government regulations. CAR has conducted archaeological research for the Bureau of Land Management, US Forest Service, National Park Service, Department of Energy, U.S. Army Corps of Engineers, US Navy, US Fish and Wildlife Service, Caltrans, as well as various other state, city, county and local agencies.

- **Center for Economic Education and Research** has the following purposes: (a) To enhance economic education by providing in-service workshops and curriculum consultation for teachers and school districts; offering enrichment programs for teachers and students; sponsoring lectures and symposia; and facilitating cooperation among the Economics Department, School of Social Sciences and Education, and K-12 educational community. (b) To raise and allocate funds to support the goals of the Economics Department, including applied regional research; scholarly activity; program development; instructional improvement; student recruitment, retention, and financial assistance; and

sponsorship of public forums and social gatherings. (c) To facilitate externally funded research and contractual work in economics and economics education and utilize indirect grant funds to support the above mentioned goals of the Economics Department.

- **Center for Living and Learning** purpose is to support and undertake research on matters related to aging; facilitate community service programs; organize and facilitate delivery of educational programs relevant to the population of older adults in the community; establish a living laboratory consistent with the mission and purpose of the university for continuous research and development of model programs that enhance the well-being of older adults; and encourage the further development of interdisciplinary programs in gerontology and related subjects at California State University, Bakersfield.

- **Center for Virginia Woolf Studies** was established to further knowledge about the work of Virginia Woolf, especially her feminism and anti-fascism during the 1930s by, among other things: maintaining a website which publishes Woolf's Reading Notes and manuscripts and provides contextual resource materials related to the online edition thereof; offering enrichment programs for scholars, students and significant segments of the public; and sponsoring lectures, symposia and other events related to the person and work of Virginia Woolf.

- **The Facility for Animal Care and Treatment, also known as FACT**, is housed on 40 acres of the California State University, Bakersfield's Environmental Studies Area on the campus. All the animals that come to FACT are native to Kern County and the Southern San Joaquin Valley. FACT works in close cooperation with the California Department of Fish and Game, providing comprehensive medical assistance and rehabilitation services to hundreds of sick, injured, and orphaned animals each year. FACT, formally known as the Environmental Studies Area, started in 1972 with a generous grant of $30,950 from the CSB Foundation. Grant money was also acquired through the Kern County Wildlife Reservation Committee and the Kern County Fish and Game Protective Association, a private sportsman's group, and through volunteer support. The center began with three goals in mind; to assist wildlife agencies, to help the animals, and to provide students with opportunities that they would not normally have been available in environmental studies. FACT has reached out to the community through educational exhibits and environmental presentations that have been offered to the community in outreach programs. The community is invited and encouraged to take an active role in learning more about this educational facility. Volunteers give tours of the facility throughout the year free of charge to the public, allowing the community a rare opportunity to catch a glimpse of nature in a safe environment.

- **Kegley Institute of Ethics** purpose is to enhance the quality of our community by stimulating thought and involvement in ethical issues. It achieves this mission through a renowned lecture series, community-based panels on current ethical concerns, faculty research grants, and student scholarships.

- **Nursing Center for the Advancement of Research/ Evaluation (NCARE)** encourages research, evaluation and the dissemination of information that will benefit the Greater Bakersfield area, the Southern San Joaquin Valley, and the State of California. NCARE will conduct research and evaluation for public and private agencies, institutions and corporations. NCARE will provide basic and applied nursing and health research, evaluation, consultation and related educational services.

- **Osher Lifelong Learning Institute (OLLI)** at CSU Bakersfield's Extended University is an organization for all Kern County residents aged 50 and better who participates in a community of fellow learners. OLLI provides members opportunities to explore new topics, meet new people, and have fun. In addition, members take classes, teach classes, plan and coordinate activities and organize volunteer projects. Courses and lectures are taught by experts in their field, including local historians, teachers and community members.

- **Politics Research Center** shall have as its purpose to do research and consulting that enhance student training and faculty competence in the following areas: U.S. elections, political participation, intergovernmental relations, and fiscal and regulatory policies; international trade, commerce, and environmental issues; and human rights. The PRC focus is on matters in which power relations, institutions and decision-making processes, and discretion and choice in policy-making are important variables.

- **Public Service Institute (PSI)** makes available university-based resources and expertise to public, nonprofit and health care agencies in the southern San Joaquin Valley so that these organizations might carry out more effectively the duties and responsibilities rendered them by the citizens of the region. PSI has a three-fold mission: (1) to provide state-of-the-art technical, supervisory, managerial, and leadership training and assistance to public and nonprofit agencies in the service area; (2) to provide policy analysis and program evaluation assistance and training to public and nonprofit agencies in the service area to improve their service delivery and policy effectiveness; (3) to build international linkages that will be of benefit to CSUB students and practitioners in our service region.

- **The Institute for Social and Community Research (ISCR),** formerly known as the Applied Research Center (ARC), is the behavioral and organizational research arm

of California State University, Bakersfield. ISCR also is an especially thorough teaching and learning laboratory for faculty and students.

- **The West Coast GeoTechnology Training Center (GTTC)** located in the Geology Department on the campus of the California State University, Bakersfield. It is modeled after similar centers sponsored by the American Association of Petroleum Geologists in Houston, Midland and Dallas, Texas and Golden, Colorado. The center's purpose is to provide local and cost-effective training in UNIX and PC-based workstation skills necessary to succeed in today's petroleum exploration and production market. Because most training centers for petroleum software are located in Texas and Colorado, the West Coast GTTC provides a cost-effective alternative for local professionals and students to receive software training without incurring prohibitive per diem expenses involved in traveling to more remote training centers. ArcView GIS training is also available at the center. Through our relationships with corporate partners and government agencies, GTTC is able to provide educational advantages no other public university west of the Rockies can provide.

- **Valley Information Center** organization shall have as its purpose to maintain archaeological site record information for Fresno, Kern, Kings, Madera, and Tulare counties. For information on any of these and other CSUB Centers please contact the Office of Grants, Research and Sponsored Programs at (661) 654-2231.

Food Service

The Runner Café, The Roost, Peet's Café, and the Dining Commons are operated by ARAMARK Higher Education. The Runner Cafe is open Monday through Thursday 7:30 am to 4:00 pm, Friday until 7:30 am to 2:00 pm. The Roost is open Monday through Thursday 12:00 pm to 7:00 pm and closed on Friday. Peet's Café is open Monday through Thursday 7:00 am to 8:00 pm and Friday 7:00 am to 2:00 pm. The Dining Commons is open to the public. Togo's Sandwich Shop located in Science III Building is open Monday through Thursday 7:30 am to 7:00 pm and Friday 7:30 am to 3:00 pm.

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, University Outreach provides newcomers an opportunity to become better acquainted with the university. Students entering at the beginning of the academic year are given three options: April orientations for transfer students and first-time freshman; May and Summer orientations for any new students; and September orientation before the first day of class for the fall quarter. Sessions for first-time freshman family members are also offered.

Students entering at the Winter and Spring quarters have two orientation options: a program is offered during preregistration period before each quarter and an orientation briefing is presented the first day of the quarter. There is a fee for participation. For more information, contact New Student Orientation Program office at (661) 654-3388 or www.csub.edu/admissions/orientation/.

Parking Information

The California State University Police, as a sworn law enforcement agency pursuant to California Penal Code Section 830.2, is responsible for the enforcement of parking and traffic regulations at California State University, Bakersfield. Parking regulations and ordinances are enforced 24 hours per day, 7 days per week. If not otherwise specified, all ordinances and laws contained in the California Vehicle Code are applicable to the operation of vehicles on this campus. All parking citations and fines are processed through Parking Management Bureau, 801 West Monte Vista Ave, Turlock, CA 95382. Failure to pay parking fines may result in the withholding of vehicle registration by the State Department of Motor Vehicles, Section 41103 C.V.C, and possible immobilization or towing per Section 22651(i)(1) and 22651.7 C.V.C.

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

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

Paid parking is in effect 24 hours a day, seven days a week. Permits are valid as indicated with beginning and ending expiration dates on the permit. The permit or decal must be clearly visible at all times to be valid. The parking decal is not transferable and must not be altered. Visitor permits will be valid only when displayed as directed on the permit.

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

Disabled parking spaces for persons with physical disabilities are designated in each major parking lot on campus. Disabled spaces may be used by vehicles displaying a valid DMV issued

Disabled Placard and a valid CSUB parking permit. Persons with a temporary physical condition in need of disabled parking can apply for a one-week temporary parking permit. Contact the Student Health Center for further information at (661) 654-2394.

Revised CSUB Smoking Policy
(Effective September 6, 2011 and supersedes all previous CSUB smoking policies)

California State University, Bakersfield strives to provide a healthy, smoke free environment for its students, faculty, staff, visitors and the general public. CSUB's smoking policy has always prohibited smoking in most areas including buildings, courtyards, walkways, vehicles, and within 20 feet of entrances and exits to buildings. As the adverse health effects of second-hand smoke are better understood now than previously, CSUB's policy is hereby revised.

Smoking is permissible only where designated as a smoking area through signage
Designated smoking areas are located conveniently throughout campus. A map of designated smoking areas is available on the University's Home Page and at the following locations: Safety and Risk Management, University Police, Human Resources, Student Affairs, and the Student Union. Questions regarding the designated smoking locations may be addressed to Safety & Risk Management.

Smoking is prohibited:
- In all State owned, leased or rented vehicles. This includes vans, busses, mobile equipment, electrical carts, and heavy equipment.
- In enclosed areas such as buildings, courtyards, and breezeways.
- Within 20 feet of entrances and exits to buildings.

At the Children's Center, Student Health Center, Student Recreation Center, Student Union and Runner Café Patio areas, Science III Outdoor Patio (North West End), athletic fields, and bleachers.

Signs prohibiting smoking shall be prominently displayed throughout campus. Ash cans will be removed from all campus locations except for the designated smoking areas. Any member of the campus community may respectfully ask individuals to comply with this policy. There shall be no reprisal against anyone seeking assistance in enforcing this policy. New employees will be notified of the policy by the Human Resources Management Office upon employment.

Authorities Cited:
- Sections 42356 and 41301 of Title 5 of the California Code of Regulations,;
- California Government Code Section 7597, Section 1994.31-19994.32
- CSU Coded Memoranda HR 2002-26, Secondhand Smoking Policy, http://www.calstate.edu/HRAdm/pdf2002/HR2002-26.pdf
- AB 846, January, 2004.

Walter W. Stiern Library
The Walter W. Stiern Library, completed in 1994, is an attractive and useful resource for CSUB students, faculty, and staff. This 150,000 square foot, five-floor complex includes library collections and services, computer labs and classrooms, a media center, faculty and graduate student study carrels, group study rooms, as well as instructional television studios. ADA compliant seating and computing equipment is also available. Wireless Internet access is available throughout the library.

Stiern Library personnel offer an array of services and programs. To assist students and faculty, research assistance is provided by librarians at the Reference Desk, the Research Corner and by appointment, phone, email or 24 Hours a day by online chat. Library courses, tours and orientations are offered every quarter.

For students taking CSUB courses outside the Bakersfield area, the Library's Distance Services program provides library access and assistance to currently enrolled CSUB students. A full-time librarian is available to provide research assistance to students in the Library Resource Center at the CSUB Antelope Valley Center. E-Resources, article delivery, and book delivery are provided for Antelope Valley students and for CSUB distance students taking courses at other locations.

The Library provides access to over 45,000 electronic journals and a half a million volumes of books. Other collections housed in the Library include the campus archives, special collections, and book collections focused on California history, First-Year Experience, and multicultural topics among many others. Off-campus access is available for the Library's electronic resources with a current CSUB ID and an Internet connection. A course reserves collection includes electronic and print materials for course assignments. Additionally, if the Library does not own or have access to a particular article or book, current CSUB users can request the material through the Interlibrary Loan Service.

The Library's web page is the portal to library resources including online periodical databases and reference sources, the Library's online catalog, subject guides, and links to other services such as Distance Services, Interlibrary Loan, Course Reserves (online and print), and library courses.

For more information about the Library, please call 661-654-3172 or visit in person or via the library web site: http://www.csub.edu/library/.

USING EMAIL AS OFFICIAL STUDENT COMMUNICATION

Policy Statement
California State University, Bakersfield (CSUB) will send communications to *students* by email. CSUB provides students with an email account upon the student's *enrollment* to the institution. This account is free of charge and remains active one calendar year following the last enrolled term.

A university-assigned student email account is the official means of *university communication* with all students. Students are responsible for reading all information sent to them via their university email account. If a student chooses to forward his or her university email account, he or she is responsible for all information, including attachments, sent to any other email account.

Reason for Policy
Email is the primary method of communication between the university and students. Upon enrollment, students are informed about their university email account, and that students are responsible for the emailed information. It is imperative that students understand that information will be communicated to them via their university email account while they are enrolled.

Definitions (As related to this policy)
University Communication
Any communication from the university related to a student's enrollment, financial responsibilities, participation in athletics or student activities, and compliance with University policies and procedures, including the Student
Standards of Conduct.

Student
Any student currently *enrolled* or *eligible to enroll* as an undergraduate and/or graduate student (Student status starts upon enrollment and is defined by unit load).

Enrolled
Any student that carries a unit load for an academic term.

Eligible to Enroll
Any student that meets the requirements to enroll in current and subsequent terms.

Student Responsibility
CSUB recommends that students check their email accounts daily. If a student chooses to forward his or her university email account, he or she is responsible for all information, including attachments, sent to any other email account. Students are responsible for reading, in a timely fashion, university communications sent to their university email account.

Failure to read university communications may result in missing payment deadlines, scholarship opportunities and deadlines, registration deadlines, course related information, immunization requirements, opportunities for financial aid, requirements and deadlines for graduation, etc.

Email shall not be the sole method for notification where another method of communication is required by law.

Effective Date
December 2014

Last Update
December 18, 2014

Responsible University Officer
Registrar

Policy Owner
Registrar, Office of Admissions and Records

Enrollment Management
Associate Vice President: Dr. Jacqueline M. Mimms
Division: Division of Enrollment Management
Division Office: SA 104
Telephone: (661) 654-2160
email: jmimms@csub.edu
Website: www.csub.edu/admissions/

ADMISSIONS, RECORDS, AND EVALUATIONS OFFICES

Admissions
The Admissions Office is responsible for admitting freshman, transfer, and graduate students into the university. The office works closely with university's administration, district superintendents and staff, high school principals and 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. Students interested in enrolling at CSU Bakersfield should contact this office.

Records
The Records Office is primarily responsible for registration, keeping records, and processing student grades. The Records Office also handles academic renewals, audits, grade changes, transcript requests, enrollment verifications, and course withdrawals for both undergraduate and graduate students.

Evaluations
The Evaluations Office is responsible providing evaluations of transfer credit and for the certification of General Education breadth requirements. Transfer students enrolled in the university may check with this office to determine if course credit has been given for courses taken at another institution. For students nearing graduation from CSUB, the Evaluations Office performs the required evaluation of all graduation requirements (grad check).

ADMISSION REQUIREMENTS UNDERGRADUATES

Freshmen Requirements
Generally, applicants will qualify for consideration for first-time freshman admission if they meet the following requirements:

1. Have ***graduated*** from high school, have earned a Certificate of General Education Development (GED) or have passed the California High School Proficiency Examination (CHSPE);
2. Have a qualifiable minimum eligibility index (see section on Eligibility Index); and
3. Have completed with grades of C or better each of the courses in the comprehensive pattern of college preparatory subject requirements also known as the "a-g" pattern (see "Subject Requirements" under the Eligibility Index Table).

Test Requirements
Freshman and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit are strongly encouraged to submit scores, unless exempt (see the following "Eligibility Index" section), from either the ACT or the SAT of the College Board. Persons who apply to an impacted program may be required to submit test scores and should take the test no later than November or December. Test scores also are 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 (the CSUB Testing office is located in the Modular Building (next to Campus Police) or call (661) 654-3373. Or students may write to or call:

The College Board (SAT)
Registration Unit, Box 6200
Princeton, New Jersey 08541-6200
(609)771-7588
www.collegeboard.org

ACT Registration Unit
P.O. Box 414
Iowa City, Iowa 52240
(319)337-1270
www.act.org

Eligibility Index
The eligibility index is the combination of the high school grade point average and scores on either the ACT or the SAT. Grade point averages (GPA) are based on grades earned in courses taken during the final three years of high school. Included in calculation of GPA are grades earned in all college preparatory "a-g" subject requirements, and bonus points for approved honors courses. Up to eight semesters of honors courses taken in the last three years of high school, including up to two approved courses taken in the tenth grade 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 CSU Eligibility Index (EI) can be calculated by multiplying a grade point average by 800 and adding your total score on the ***mathematics and critical reading scores*** of the SAT. For students who took the ACT, multiply the grade point average by 200 and add ten times the ACT composite score. Persons who are California high school graduates (or residents of California for tuition purposes) need a minimum index of 2900 using the SAT or 694 using the ACT. The Eligibility Index Table illustrates several combinations of required test scores and averages. The university has no current plans to include the writing scores from either of the admissions tests in the computation of the CSU Eligibility Index.

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

GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score
3.00 and above qualifies with any score			2.74	15	710	2.47	20	930	2.20	26	1140
			2.73	15	720	2.46	21	940	2.19	26	1150
2.99	10	510	2.72	15	730	2.45	21	940	2.18	26	1160
2.98	10	520	2.71	16	740	2.44	21	950	2.17	26	1170
2.97	10	530	2.70	16	740	2.43	21	960	2.16	27	1180
2.96	11	540	2.69	16	750	2.42	21	970	2.15	27	1180
2.95	11	540	2.68	16	760	2.41	22	980	2.14	27	1190
2.94	11	550	2.67	16	770	2.40	22	980	2.13	27	1200
2.93	11	560	2.66	17	780	2.39	22	990	2.12	27	1210
2.92	11	570	2.65	17	780	2.38	22	1000	2.11	28	1220
2.91	12	580	2.64	17	790	2.37	22	1010	2.10	28	1220
2.90	12	580	2.63	17	800	2.36	23	1020	2.09	28	1230
2.89	12	590	2.62	17	810	2.35	23	1020	2.08	28	1240
2.88	12	600	2.61	18	820	2.34	23	1030	2.07	28	1250
2.87	12	610	2.60	18	820	2.33	23	1040	2.06	29	1260
2.86	13	620	2.59	18	830	2.32	23	1050	2.05	29	1260
2.85	13	620	2.58	18	840	2.31	24	1060	2.04	29	1270
2.84	13	630	2.57	18	850	2.30	24	1060	2.03	29	1280
2.83	13	640	2.56	19	860	2.29	24	1070	2.02	29	1290
2.82	13	650	2.55	19	860	2.28	24	1080	2.01	30	1300
2.81	14	660	2.54	19	870	2.27	24	1090	2.00	30	1300
2.80	14	660	2.53	19	880	2.26	25	1100	Below 2.00 does not qualify for regular admission		
2.79	14	670	2.52	19	890	2.25	25	1100			
2.78	14	680	2.51	20	900	2.24	25	1110			
2.77	14	690	2.50	20	900	2.23	25	1120			
2.76	15	700	2.49	20	910	2.22	25	1130			
2.75	15	700	2.48	20	920	2.21	26	1140			

The CSU uses only the ACT score or the SAT mathematics and critical reading scores in its admission eligibility equation. The SAT or ACT writing scores are not currently used by CSU campuses.

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.

- 2 years of social science, including 1 year of U.S. history, or U.S. history and government
- 4 years of English
- 3 years of math (algebra, geometry and intermediate algebra)
- 2 years of laboratory science (l biological and 1 physical, both must include laboratory instruction)
- 2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence)
- 1 year of visual and performing arts: art, dance, drama/ theater, or music
- 1 year of electives: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts or other courses approved and included on the UC/CSU "a-g" list

Persons who neither graduated from a California high school nor are a resident of California for tuition purposes, need a minimum index of 3502 (SAT) or 842 (ACT). Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section. An applicant with a grade point average of 3.00 or above (3.61 for nonresidents) is not required to submit test scores. However, all applicants for admission are ***urged to take the SAT or ACT and provide the scores of such tests to each CSU to which they seek admission***. Campuses use these test results for advising and placement purposes and may

require them for admission to impacted majors or programs. Impacted CSU campuses require SAT or ACT scores of all applicants for ***freshman*** admission.

Lower division applicants who did not complete subject requirements while in high school may make up missing subjects in any of the following ways:

1. Complete appropriate courses with a C or better in adult school or high school summer sessions.
2. Complete appropriate college courses with a C or better. One college course of at least three semester or four quarter units will be considered equivalent to one year of high school study.
3. Earn acceptable scores on specified examinations, e.g., SAT subject tests.

Please consult with the CSU campus admission office, to which you are applying for further information about alternative ways to satisfy the subject requirements. Due to increased enrollment demands, most CSU campuses do not admit lower-division transfer applicants.

Provisional Admission–First-Time Freshmen

CSU Bakersfield may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned coursework for the senior year. The campus will monitor the final terms of study to ensure that admitted students complete their secondary school studies satisfactorily, including the required college preparatory subjects, and graduate from high school. Students are required to submit an official transcript after graduation to certify that all course work has been satisfactorily completed. Official high school transcripts must be received prior to deadline set by the university. In no case may documentation of high school graduation be received any later than the census date for a student's first term of CSU enrollment. A campus may rescind admission decisions, cancel financial aid awards, withdraw housing contracts and cancel any university registration for students who are found not to be eligible after the final transcript has been evaluated.

Applicants will qualify for regular (non-provisional) admission when the university verifies that they have graduated and received a diploma from high school, have a qualifiable minimum eligibility index, have completed the comprehensive pattern of college preparatory "a-g" subjects, and, if applying to an impacted program or campus, have met all supplementary criteria.

The Federal Military Selective Service Act

The federal Military Selective Service Act (the "Act") requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public postsecondary institution.

Selective Service registration forms are available at any U.S. Post Office, and many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available online and the registration process may be initiated at www.sss.gov/.

ADMISSION REQUIREMENTS TRANSFER STUDENTS

Transfer Policies of CSU Campuses

Most commonly, college level credits earned from an institution of higher education accredited by a regional accrediting agency is accepted for transfer to campuses of the CSU; however, authority for decisions regarding the transfer of undergraduate credits is delegated to each CSU campus.

California Community Colleges and other authorized certifying institutions can certify up to 39 semester (58.5 quarter) units of General Education-Breadth (GE-Breadth) or 37 semester (55.5 quarter) units of the Intersegmental General Education Transfer Curriculum (IGETC) for transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer.

"Certification" is the official notification from a California Community College or authorized institution that a transfer student has completed courses fulfilling lower-division general education requirements. The CSU GE-Breadth and the Intersegmental General Education Transfer Curriculum (IGETC) certification course lists for particular community colleges can be accessed at www.assist.org.

CSU campuses may enter into course-to-course or program-to-program articulation agreements with other CSU campuses and any or all of the California community colleges, and other regionally accredited institutions. Established CSU and CCC articulations may be found on www.assist.org. Students may be permitted to transfer no more than 70 semester (105 quarter) units to a CSU campus from an institution which does not offer bachelor's degrees or their equivalents, for example, community colleges. Given the university's 30-semester (45-quarter) unit residency requirement, no more than 90-semester (135-quarter) units may be transferred into the university from all sources.

Transfer Requirements
Applicants who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) are considered lower division transfer students. Applicants who have completed 60 or more transferable semester college units (90 or more quarter units) are considered upper division transfer students. Applicants who complete college units during high school or through the summer immediately following high school graduation are considered first-time freshmen and must meet the CSU minimum eligibility requirements for first-time freshman admission. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses and accepted as such by the campus to which the applicant seeks admission.

Lower Division Transfer Requirements
Generally, applicants will qualify for CSU admission consideration as a lower division transfer student if they have a grade point average of at least 2.0 (C or better) in all transferable units attempted, are in good standing at the last college or university attended, and meet any of the following standards:

1. Will meet the freshman admission requirements (grade point average and subject requirements) in effect for the term to which they are applying (see the previous section on "Admission Requirements-Undergraduates"); or
2. Were eligible as a freshman at the time of high school graduation except for missing college preparatory subject requirements, have been in continuous attendance in an accredited college since high school graduation, and have made up the missing subject requirements with a 2.0 or better GPA.

Applicants who graduated from high school prior to 1988 should contact the Admissions Office to inquire about alternative admission programs. *(Due to increased enrollment demands, many CSU campuses do not admit lower-division transfer applicants.)*

Upper Division Transfer Requirements
Generally, applicants will qualify for consideration for upper-division transfer admission if they meet all of the following requirements:

1. The have a grade point average of at least 2.0 (C or better) in all transferable units attempted;
2. They are in good standing at the last college or university attended; and
3. They have completed at least sixty (60) transferable semester (90 quarter) units of college level coursework with a grade point average of 2.0 or higher and a grade C or better in each course used to meet the CSU general education requirements in written communication, oral communication, critical thinking, and quantitative reasoning, e.g. mathematics.

The 60 units must include at least 30 units of courses, which meet CSU general education requirement including all of the general education requirements in communication in the English language (both oral and written) and critical thinking and the requirement in mathematics/quantitative reasoning (usually 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Transfer Credit
Transfer students are required to submit transcripts from all institutions attended. Students who are admitted on a "conditional" basis or who provide only partial transcripts will not be provided a transfer credit evaluation. Transfer credit evaluations are available only to CSUB student applicants who transfer from other institutions. Continuing students graduate and Extended University students do not have their transcripts evaluated. Community College transfer students are encouraged to request a "full" or "partial" general education certification from the college attended. A general education certification is available only to students transferring from a California Community College. Students who have specific questions regarding transfer credit should make an appointment with their evaluator. Additionally, students may view their completed transfer evaluation and credits in myCSUB under the Student Center.

Associate Degrees for Transfer (AA-T or AS-T)/Student Transfer Achievement Reform (STAR) Act (SB 1440)
The Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees offered at the California Community Colleges (CCC) are designed to provide a California community college student a clear transfer preparation and admission pathway to the CSU degree majors.

California Community College students who earn an associate degree for transfer (AA-T or AS-T) degree are guaranteed admission with junior standing to a CSU and given priority admission over other transfer applicants when applying to a local CSU campus, or non-impacted CSU program. AA-T or AS-T admission applicants are given priority consideration to an impacted campus/program or to campuses/programs that have been deemed similar to the degree completed at the community college. Students who have completed an AA-T/AS-T in a program deemed similar to a CSU major are able to complete remaining requirements for graduation within 60 semester (90 quarter) units.

Provisional Admission–Transfer Applicants
CSU Bakersfield may provisionally or conditionally admit transfer applicants based on their academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily. All accepted applicants are required to submit an official transcript of all college level work completed. Campuses may rescind admission for any student who is found not to be eligible after the final transcript has

been evaluated. In no case may such documents be received and validated by the university any later than a student's registration for their second term of CSU enrollment.

Bridging the Gap for Transfers
CSU Bakersfield provides services designed to assist transfer students in making a seamless transition to the university academic and social environment. The collaborative efforts and support of our community college partners help transfer student bridge the gap between community college and CSUB.

The long standing partnership with Bakersfield College has provided CSUB the opportunity to establish a CSUB Satellite Transfer Center on the Bakersfield College campus. The CSUB Transfer Matriculation Specialist is located in Bakersfield College's Student Services Building and is available to assist community college students as they prepare to transfer to CSUB.

The Transfer Matriculation Specialist is also available to assist students attending the additional community colleges within the CSUB service region (Porterville College, Cerro Coso College, Antelope Valley College, Taft College, and the Bakersfield College Delano Satellite campus). The Transfer Matriculation Specialist is housed at these sites on a monthly basis to provide direct assistance to community college students in their preparation to transfer to CSUB and can provide conditional on-site admissions for potential transfer students.

ADMISSION REQUIREMENTS SPECIAL APPLICANTS

High School Students
High school students may 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 specific program and does not constitute a right to continued enrollment.

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 all of the following conditions:

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

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

Re-entry Students
Returning students in good standing must apply for re-entry if absent for more than two full consecutive 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 (two copies for each institution) 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 Dismissal status should refer to the section on "Readmission of Academically Disqualified Undergraduate Students" in the Academic Information section of the catalog.

Veterans
Veterans are given priority admission status although they must meet the same admission criteria established for all students. Eligible veterans who attend California State University, Bakersfield may receive all appropriate Veteran Educational Benefits. For additional information concerning veteran benefits, please check with the Office of Veteran Affairs in the Division of Enrollment Management. Veterans who do not meet the regular admissions criteria may apply for a hardship consideration.

The Evaluations Office will assess all military educational training and experience for applicability to your chosen educational program. Credit is awarded based on recommendations provided by the American Council on Education (ACE). Veterans seeking a military credit evaluation should submit a DD214 (separation papers), DD295 (evaluation of military experience), or a Military Registry Transcript.

The Veterans Coordinator is responsible for working with the CSU community and the Veterans Administration to ensure certified veterans are receiving their benefits. Please contact this office if you are a veteran or have any questions regarding veterans' affairs. The Veterans Coordinator is located in the Financial Aid and Scholarships office in the Student Services building or call (661) 654-2592.

Applicants Not Regularly Admissible
Applicants not admissible may enroll in courses at 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. Applicants not

meeting eligibility for admission may consult with an evaluator to determine appropriate steps or alternatives to enroll at CSU Bakersfield.

ADMISSION REQUIREMENTS STUDENTS WITH DISABILITIES

Student with Disabilities Subject Requirement Substitution
Applicants with disabilities are 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, alternate college preparatory courses may be substituted for specific 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 pattern of courses may be slightly different from the course pattern required of other students, students qualifying for substitutions will still be held to the same number of courses 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.

Students with Disabilities–Special Admission Policy
CSU Bakersfield, offers an admissions process for applicants who have been denied university admission, but who have a disability that impacts their academic achievement.

To petition for special admissions, the applicant will need to submit the following documentation to the Services for Students with Disabilities Office (SSD), located in SA 140:

1. Written Petition:
   - The petition should include a description of the disability and its impact on academic achievements.
   - Disability Verification (Please contact the SSD office for disability verification guidelines):
   - Documentation must be recent, from an appropriate professional and contain the diagnosis, functional limitations, and factors that impact the student in an educational setting
   - Students with learning disabilities must have recent documentation that is based on appropriate testing instruments using adult norms
2. Information regarding missing requirements:
   - A letter from the SSD office of your prior college or high school, which includes the following information:
   - The nature of the disability and the functional limitations imposed by the disability.
   - The accommodations provided while attempting the missing requirement(s).
   - Verification that attempts were made, using appropriate accommodations, to fulfill the missing requirement(s).
3. SSD Special Admission Agreement:
   - Complete and return the agreed upon conditions outlined in the Special Admissions Agreement with SSD.

No review will be made until all documentation is received. An interview may be required should additional information be needed. If all criteria for Special Admission support are met, SSD will forward a letter of support to the Admissions Review Committee. The Admissions Office will notify the applicant of the Committee's decision. If admitted to CSUB, the applicant must call to schedule an intake appointment with an SSD staff member. The SSD office may be reached at (661) 654-3360 (voice) or (661) 654-6288 (TDD).

ADMISSION REQUIREMENTS INTERNATIONAL (FOREIGN) STUDENTS

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

The CSU uses separate requirements and application filing dates in the admission of "foreign students." Verification of English proficiency (see the section on the English Language Requirement for undergraduate applicants), financial resources, and academic performance are each important considerations for admission. Academic records from foreign institutions must be on file by August 15 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 either to impacted majors or to those majors or programs with limited openings.

Eligibility Requirements
An international applicant who just completed high school must have a 3.0 grade point average (a "B" or better where "A" = 4.0) from a secondary school. An international applicant who attended any post-secondary institution must have a minimum 2.0 GPA (a "C" or better where "A" = 4.0) from a college or university with 60 semester or 90 quarter units completed. For an admission to a graduate program, applicants must have already earned a bachelor's degree from an accredited institution. See www.csub.edu/admissions for more detailed information.

Undergraduate English Language Requirement
All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction must present a score of 500 or above on the Test of English as a Foreign Language (TOEFL). Some majors may require a score higher than 500. Some majors and some campuses may require a higher score. A few campuses may also use alternative methods of assessing English fluency: Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP). Each campus will post the tests it accepts on its website and will notify students after they apply about the tests it accepts and when to submit scores.

CSU minimum TOEFL standards are:

	Internet	Paper	Computer
Undergraduate	61	500	173
Graduate	80	550	213

International English Language Testing System (IELTS) minimum standards are:

Undergraduate	6.0
Graduate	7.0

Supporting Documents
Please see the Admissions and Records website at www.csub.edu/admissions/ for more detailed information on supporting documents required for international applicants.

The International Students and Programs Office (661-654-6113) provide services for international students enrolled in classes at CSUB, including:

a. Responding to inquiries from all prospective international students.
b. Maintaining close contact and follow-up with international student applicants.
c. Providing pre-departure orientation for students returning home at the end of their studies.
d. Scheduling workshops to provide updated information on immigration issues, academic policies and procedures, cultural and social adjustment to life in the US, resume and job interview preparation, etc.
e. Providing general assistance to international students with academic, immigration, and personal issues.
f. Providing initial academic advising for lower-division international students.
g. Advising and assisting the International Student Club to plan campus events and social activities.

All international students should contact the Office for International Students and Programs upon their arrival at CSUB.

ADMISSION REQUIREMENTS GRADUATE AND POST-BACCALAUREATE STUDENTS

Admission Requirements
Graduate and post-baccalaureate applicants may apply for a degree objective, a credential or certificate objective, or where approved, may have no program objective. Depending on the objective, the CSU will consider an application for admission as follows:

General Requirements
The minimum requirements for admission to graduate and post-baccalaureate 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 at the time of enrollment:

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 earned a grade point average of at least 2.5 on the last degree completed by the candidate or 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.
5. **It is extremely important that the applicant complete Part B of the CSUB Post-Baccalaureate Application in its entirety, listing the program code number, to ensure the applicant's application is sent to the appropriate masters or credential program.**

Students who meet the minimum requirements for graduate and post-baccalaureate studies may be considered for admission in one of the four following categories:

- **Graduate Classified.** To pursue a graduate degree, applicants are required to fulfill all of the 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, deficiencies may be remedied by additional preparation; or
- **Post-Baccalaureate Classified, e.g., admission to an education credential program.** Persons wishing to enroll in a credential or certificate program, will be required to

satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or

- **Post-Baccalaureate Unclassified.** To enroll in undergraduate courses as preparation for advanced degree programs or to enroll in graduate courses for professional or personal growth, applicants must be admitted as post-baccalaureate unclassified students. By meeting the general requirements, applicants are eligible for admission as post-baccalaureate unclassified students. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program **(Most CSU campuses. CSUB included, do not offer admission to unclassified post-baccalaureate students)**.

(These and other CSU admission requirements are subject to change as policies are revised and laws are amended. The CSU website www.calstate.edu/ and the CSU admissions portal www.csumentor.edu/ are good sources of the most up-to-date information.)

Returning Students

Graduates of CSUB must reapply to the university under the same conditions and deadlines as all other post-baccalaureate applicants.

- Any student who earned a bachelor's degree at CSU Bakersfield and subsequently applies for graduate or post-baccalaureate status at this institution is not required to request and pay for transcripts from CSUB.
- Applicants who have been inactive for three consecutive terms must reapply to the university.

Seeking a Master's Degree

Some programs may require a separate department application. Graduate applicants to masters and credential programs must apply to both the university and the program intended.

To be offered admission to a Master's degree program a student must meet general university admission requirements as well as specific admission requirements of the program.

Each graduate program has its own application deadline. Some graduate programs accept students only in the fall quarter. Individual programs must be consulted for deadline dates and admissions policies.

Upon receipt of all necessary documents, the university Admissions office will review the student's eligibility based on the minimum university requirements listed above. If the student is eligible, his/her academic program will be notified. An admission letter will be sent upon completion of the departmental review of the student's qualifications for admissions into the degree graduate program.

Seeking a Credential

CSU Bakersfield offers several credentialing programs accredited by the Commission on Teacher Credentialing. Visit the School of Social Sciences and Education department for more information.

Credentials and/or Certificates must be earned either concurrently while pursuing a Bachelor's degree or following the award of a Bachelor's degree.

Credentials are not terminal degrees. Credentials can be completed in stages and may expire. Students interested in obtaining a teaching credential must meet the graduate admission requirements above, and the additional requirements specified by the Department of Teacher Education.

Seeking a Second Baccalaureate Degree Graduate-Post-Baccalaureate

A post baccalaureate student who holds a recognized bachelor's degree from an accredited institution may pursue a program leading to a second bachelor's degree in approved majors.

Candidates for a second baccalaureate degree must apply using the graduate application.

The major may not be the same as the previously conferred degree. All students are urged to consult with a department advisor to determine whether a second bachelor's or a graduate program better meets their needs.

Students seeking a second or additional baccalaureate degree must satisfy all requirements for the major. However, as post baccalaureate students, they are also subject to additional requirements. Students must submit official transcripts from all accredited institutions and course work currently in progress.

Graduate-Post-Baccalaureate English Language Requirement

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and 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 programs require a higher score. Applicants taking the Computer-Based Test of English as a Foreign Language must present a score of 213 or above. Some programs may require a higher score. Several CSU campuses may use alternative methods for assessing fluency in English including Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP).

Documentation must be provided in original form by the testing institution; copies submitted by the applicant are not acceptable. Exceptions to the 550 minimum score may be granted by the AVP Academic Programs or other appropriate campus authorities when there is convincing evidence that the applicant's competence in English is at a level which will allow satisfactory participation in and benefit from graduate study at CSUB.

CSU minimum TOEFL standards are:

	Internet	Paper	Computer
Undergraduate	61	500	173
Graduate	80	550	213

International English Language Testing System (IELTS) minimum standards are:

Undergraduate	6.0
Graduate	7.0

APPLYING FOR ADMISSION-UNDERGRADUATES ADMISSION 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. Complete information is available at www.csumentor.edu/planning/.

Electronic versions of the CSU undergraduate and graduate applications are accessible on the World Wide Web at www.csumentor.edu. The CSU Mentor system allows students to browse through general information about CSU's twenty-three campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid.

Applying online via www.csumentor.edu is expected unless electronic submission is impossible. An acknowledgement will be sent when online applications have been submitted. Application in "hard copy" form may be obtained online via www.csumentor.edu as a portable data format (PDF). Application forms (in PDF) may also be downloaded www.calstate.edu/sas/publications/. Paper applications should be mailed to the campus admission office:

California State University, Bakersfield
Office of Admissions and Records, 47A
9001 Stockdale Hwy
Bakersfield, CA 93311-1099

Application Filing Periods
(Not all campuses/programs are open for admission to every term.)

Terms in 2014-15:
Applications First Accepted:
Summer Quarter 2014..... February 1, 2014
(Some campuses do not admit students to Summer term.)
Fall Quarter 2014.....October 1, 2013
Winter Quarter 2015..... June 1, 2014
Spring Quarter 2015.....August 1, 2014

Initial Filing Period:
Summer Quarter 2014..... February 1-28, 2014
Fall Quarter 2014..... Oct. 1 - Nov. 30, 2013
Winter Quarter 2015..... June 1-30, 2014
Spring Quarter 2015.....August 1-31, 2014

Filing Period Duration
Each non-impacted campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category due to overall enrollment limits. If applying after the initial filing period, consult the campus admission office for current information. Similar information is conveniently available at www.csumentor.edu/filing_status

Transcript Requirement
All beginning freshmen and those transfer students with less than 90 quarter units (60 semester units) of completed college work at time of enrollment must request that complete official transcripts 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 (although it is recommended as proof of the language requirement). All students who have attempted college work at another institution must request transcripts from each college or university attended. Transcripts presented by students cannot be accepted unless they are in sealed envelopes originating directly from the high school, college or university. 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. Official transcripts are required from each college or university attended. All records submitted become the property of the university and cannot be returned to the applicant or duplicated.

All post-baccalaureate students must submit an official copy of all transcripts from all institutions attended.

Transcripts from schools outside the United States should be evaluated for equivalency and, in some cases, translated into English. Several agencies exist to provide this service for a fee; some are listed below. CSU Bakersfield not affiliated nor endorses any of the agencies listed below:

- World Education Services: www.wes.org
- International Education Research Foundation, Inc.: www.ierf.org

- Institute for International Credentials Evaluations at CSU Fresno: www.fresnostate.edu/studentaffairs/issp/iice/

Application Fee
Prospective students applying for part-time or full-time undergraduate programs of study in day or evening classes must file a complete undergraduate application. The $55 nonrefundable application fee should be in the form of a check or money order payable to "The California State University" or by credit card if submitting the online application, and may not be transferred or used to apply to another term. An alternate major may be indicated on the application. The applications of persons denied admission to an impacted and/or closed campus may be re-routed to another campus at no cost, but only if the applicant is CSU eligible.

Importance of Filing Complete, Accurate, and Authentic Application Documents
CSU Bakersfield advises prospective students that they must supply complete and accurate information on the application for admission, residency questionnaire, and financial aid forms. Further, applicants must, ***when requested***, 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 registration or academic credit, suspension, or expulsion (Section 41301, Article 1.1, Title 5, California Code of Regulations). This includes up-to-date contact information such as email, telephone, and address information. CSU Bakersfield utilizes email as its primary method of communication. It is essential and the responsibility of the student to maintain his or her email account in order to receive important communication during and after the application process.

Use of Social Security Number
Applicants are required to include their correct social security numbers in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code (26 U.S.C. 6109). The University uses the social security number to identify students and their records including identification for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the University to file information returns that include the student's social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. This information is used by the IRS to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

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.

Reservation of Admission
The University reserves the right to select its students and deny admission to the University or any of its programs as the University, in its sole discretion, determines appropriate based on an applicant's suitability and the best interests of the University.

Supplemental Admission Criteria
Each campus with impacted programs or admission categories uses supplementary admission criteria in screening applicants. Supplementary criteria may include rank-ordering of freshman applicants based on the CSU eligibility index or rank-ordering of transfer applicants based on verification of AA-T or AS-T degree, the overall transfer grade point average (GPA), completion of specified prerequisite courses, or a combination of campus-developed criteria. Applicants for freshman admission to impacted campuses or programs are required to submit scores on either the SAT or the ACT. For fall admission, applicants should take tests as early as possible, but no later than November or December of the preceding year.

The supplementary admission criteria used by the individual campuses to screen applicants are made available by the campuses to all applicants seeking admission to an impacted program. Details regarding the supplemental admissions criteria are published at www.calstate.edu/sas/impactioninfo.shtml.

Impacted Programs
The CSU designates programs as impacted when more applications from regularly eligible students are received in the initial filing period (October and November for fall terms, June for winter terms, August for spring terms, February for summer terms) than can be accommodated. Some programs are impacted at every campus where they are offered; other programs are impacted only at a few campuses. Candidates for admission must meet all of the campus' specified supplementary admission criteria if applying to an impacted program or campus.

The CSU will announce during the fall filing period those campuses or programs that are impacted. Detailed information on campus and programs impaction will be available at the following websites:

- www.csumentor.edu
- www.calstate.edu/impactioninfo.shtml
- www.calstate.edu/sas/impaction-campus-info.shtml

Campuses will communicate supplementary admission criteria for all impacted programs to high schools and community colleges in their service area and will disseminate this information to the public through appropriate media. This information will also be published at the CSU campus individual website and made available online at www.calstate.edu.

Applicants must file applications for admission to an impacted program during the initial filing period. Applicants who wish to be considered in impacted programs at more than one campus should file an application at each campus for which they seek admission consideration.

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 they are currently enrolled. After the applicant has completed these subjects, the applicant must notify the school or college to forward a supplementary record showing the final grades for that term. Final admission is subject to the receipt and approval of any outstanding credentials.

Cancellation of Admission
A student 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 the change in plans. A student who is admitted but does not enroll, and who later wishes to undertake course 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.

Change of Address
A student who changes a local or permanent mailing address after admission should immediately update the information online via myCSUB or notify the Admissions/Records Office in order that registration materials, correspondence, and other information reach the student without unnecessary delay. Returned mail with forwarding labels by the US Postal Service does not constitute a change in address in student records.

Application Acknowledgment
On-time applicants may expect to receive an acknowledgment from the campuses to which they have applied within two to four weeks of filing the application. The notice may also include a request that applicants submit additional records necessary to evaluate academic qualifications. Applicants may be assured of admission if the evaluation of relevant qualifications indicates that applicants meet CSU admission requirements, and in the case of admission impaction, supplemental criteria for admission to an impacted program. Unless specific written approval/ confirmation is received, an offer of admission is not transferable to another term or to another campus.

APPLYING FOR ADMISSION OTHER APPLICANTS

CSU Intrasystem and Intersystem Concurrent and Visitor Enrollment
Students enrolled at any CSU campus will have access to courses at other CSU campuses on a space available basis unless those campuses or programs are impacted or admission to the desired program or admission categories are closed. This access is offered without students being required to be admitted formally to the host campus and sometimes without paying additional fees. Although courses taken on any CSU campus will transfer to the student's home CSU campus as elective credit, students should consult their home campus academic advisors to determine how such courses may apply to their specific degree programs before enrolling at the host campus.

There are two programs for enrollment within the CSU and one for enrollment between CSU and the university of California or California Community Colleges. Additional information about these programs is available from the Admissions and Records Office in the Student Services building, (661) 654-3036.

CSU Concurrent Enrollment
Matriculated students in good standing may enroll on a space available basis at both their home CSU campus and a host CSU campus during the same term. Credit earned at the host campus is reported at the student's request to the home campus to be included on the student's transcript at the home campus.

CSU Visitor Enrollment
Matriculated students in good standing enrolled at one CSU campus may enroll at another CSU campus for one term. Credit earned at the host campus is reported at the student's request to the home campus to be included on the student's transcript at the home campus.

Intersystem Cross Enrollment
Matriculated CSU, UC, or community college students may enroll on a "space available" basis for one course per term at another CSU, UC, or community college and request that a transcript of record be sent to the home campus.

APPLYING FOR ADMISSION GRADUATE AND POST–BACCALAUREATE STUDENTS

All graduate and post-baccalaureate applicants (e.g., Ed.D, joint Ph.D. applicants, master's degree applicants, those seeking educational credentials or certificates, and where permitted, holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at www.csumentor.edu. Applicants seeking a second bachelor's degree should submit the undergraduate application for admission unless specifically requested to do otherwise. 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 post-baccalaureate programs may be limited to the choice of a single campus on each application, re-routing to alternate campuses or later changes of campus choice are not guaranteed. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. Applications submitted by way of www.csumentor.edu are expected unless submission of an electronic application is impossible. An electronic version of the CSU graduate application is available on the World Wide Web at www.csumentor.edu. Application forms may also be obtained from the Graduate Student Center in DDH 100C, or at the Admissions Office of any California State University campus.

DENIAL OF ADMISSION

Appeal of Admission Decision

Section 89030.7 of the California Education Code requires the California State University establishes specific requirements for appeal procedures for a denial of admission. Each CSU campus must publish appeal procedures for applicants denied admission to the University. The procedure is limited to addressing campus decisions to deny an applicant admission to the University.

Admissions appeal procedures must address the basis for appeals, provide 15 business days for an applicant to submit an appeal, stipulate a maximum of one appeal per academic term, provide specific contact information for the individual or office to which the appeal should be submitted, and indicate a time estimate for when the campus expects to respond to an appeal. The appeal procedures must be included in all denial of admission notifications to students, and must also be published on the campus website. For the CSUB admissions appeals process, see www.csub.edu/admissions/applying/appeal.shtml.

Appeal Process

You may be able to appeal your admission decision if you were not offered admission due to one of the following reasons:

- Freshman Low Eligibility Index
- Freshman Missing College Prep Course
- Transfer "Golden 4" Requirement
- Transfer GPA
- Graduate program requirements
- Credential program requirements

All requests must include documentation related to the extraordinary circumstances you wish to be considered for the appeal.

Submitting Your Appeal

There is a limit of one appeal per academic term. Decisions rendered are final and non- negotiable. Appeals must be received no later than 15 days from date of admissions decision notification. Appeal packets should include:

- Letter of Appeal
- Documentation to support your appeal (e.g., transcripts, SAT/ACT scores, proof of mailing submission of requested information, etc.)

Submit the appeal packet in person or by mail to (faxes and email appeals will not be accepted):

California State University, Bakersfield
Office of Admissions and Records, SA 47
9001 Stockdale Highway
Bakersfield, CA 3311-1099

Students submitting appeals will be notified of the final appeal decision via U.S. mail within three to four weeks from the date the appeal was received.

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 campus Admissions Offices regarding specific policies governing hardship admission.

CSU Bakersfield has established procedures for reviewing petitions of applicants who have received official denial from the campus or will be denied admission due to not meeting the requirements for admission. A petition may be submitted in the form of a letter explaining the extenuating circumstances should the admission be denied.

TESTING REQUIREMENTS

Systemwide Placement Test Requirements
The CSU requires that each entering undergraduate, except those who qualify for an exemption, take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) prior to enrollment. These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. These examinations are designed to identify entering students who may need additional support in acquiring college entry-level English and mathematics skills necessary to succeed in CSU baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial programs and activities during the first term of their enrollment. Students placed in remedial programs in either English or mathematics must complete all remediation in their ***first year*** of enrollment. Failure to complete remediation by the end of the first year may result in denial of enrollment for future terms. Students who have maintained a CSUB grade point average (GPA) of 2.0 or higher and have made "good faith effort" to complete required developmental (remedial) course work in English and/or mathematics may be allowed an additional quarter based upon the recommendation by the Director of the Academic Advising and Resource Center (AARC).

Students register for the EPT (www.csuenglishsuccess.org/ept) and/or ELM (www.csumathsuccess.org/elm_exam). Campus may establish deadlines by which new students must register for and/or take placement exams as a requirement for enrollment. Questions about the test dates and registration materials may be addressed to the CSUB Testing Center:

California State University, Bakersfield
Testing Center
9001 Stockdale Highway
Bakersfield, California 93311-1099
Office: (661) 654-3373
Fax: (661) 654-6239
Website: www.csub.edu/testing

Note: Students may take the EPT/ELM exam at the most convenient CSU campus. Many CSU campuses have online registration available. To take the EPT/ELM exam at another CSU campus or obtain further information visit: www.ets.org/csu

English Placement Test (EPT)
The English Placement Test (EPT) is designed to assess the level of reading and writing skills of students entering the California State University. The CSU EPT must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 147 or above on the EPT will be placed in college-level composition classes.

Exemptions from the EPT are granted only to those who present proof of one of the following:

- A score of "Exempt" or "Ready for college-level English courses" on the CSU Early Assessment Program (EAP) taken along with the English Language Arts California Standard Test in grade 11
- A score of "Conditionally ready for college-level English courses" or "Conditional" on the CSU Early Assessment Program (EAP) taken on grade 11, provided successful completion of the Expository Reading and Writing Course (ERWC), AP English, 1B English or an English course approved for extra honors weight on the University of California "a-g" Doorways course list.
- A score of 500 or above on the critical reading section of the College Board SAT Reasoning Test
- A score of 22 or above on the American College Testing (ACT) English Test
- A score of 3 or above on either the Language and Composition or Composition and Literature examination of the College Board Scholastic Advanced Placement Program
- Completion and transfer to CSU of the credits for a college course that satisfies the CSU General Education requirement in English Composition, provided such a course was completed with a grade of C or better

Entry Level Mathematics (ELM) Examination
The Entry Level Mathematics (ELM) Examination is designed to assess and measure the level of mathematics skills acquired through three years of rigorous college preparatory mathematics coursework (Algebra I and II, and Geometry) of students entering the California State University (CSU). The CSU ELM must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 50 or above on the ELM will be placed in college-level mathematics classes.

Exemptions from the ELM are granted only to those who present proof of one of the following:

- A score of "Exempt" or "Ready for college-level Mathematics courses" on the CSU Early Assessment Program (EAP), taken in grade 11 in conjunction with the CST in Summative High School Mathematics or Algebra II
- A score of "Conditionally ready for college-level Mathematics courses" or "Conditional" on the CSU Early Assessment Program (EAP) taken in grade 11 along with the California Standards Test in Summative High School Mathematics or Algebra II, provided successful completion of a CSU-approved 12th grade math course that require Algebra II as a prerequisite
- A score of 550 or above on the mathematics section of the College Board SAT Reasoning Test
- A score of 550 or above on a College Board SAT Subject Test in Mathematics (level 1 or level 2)
- A score of 23 or above on the American College Testing (ACT) Mathematics Test

- A score of 3 or above on the College Board Advanced Placement Calculus AB or Calculus BC exam
- A score of 3 or above on the College Board Advanced Placement Statistics examination
- Completion and transfer to CSU of a college course that satisfies the requirement in Quantitative Reasoning, provided such a course was completed with a grade of C or better

Test Preparation
The CSU has a Math Success website and an English Success website which include diagnostic tests, review courses, videos and an individualized roadmap for student success geared toward the EPT/ELM program:
Websites: www.csuenglishsuccess.org
www.csumathsuccess.org

Early Start Program
Entering resident freshmen who are not proficient in math or English will need to start the remediation process before their first regular term.

The goals of Early Start Program are to:
- Better prepare students in math and English, before the fall semester of freshman year;
- Add an important and timely assessment tool in preparing students for college; and
- Improve students' chances of successful completion of a college degree.

For 2013, resident students would be required to participate in the Early Start Program if their ELM score is less than 50 and/or their EPT score is less than 147 (at CSU Bakersfield). Newly admitted freshman students who are required to complete Early Start will be notified of the requirement and options for completing the program as part of campus communications to newly admitted students.

CSU IMMUNIZATION REQUIREMENTS

Entering CSU students are required to present proof of the following immunizations to the CSU campus they will be attending before the beginning of their first term of enrollment:
- **Measles and Rubella:** All new and readmitted students must provide proof of full immunization against measles and rubella prior to enrollment.
- **Hepatitis B:** All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three timed doses of vaccine over a minimum 4 to 6 months period. If you need further details or have special circumstances, please consult Student Health Services.
- **Meningococcal Disease Information:** Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease and indicating whether or not the student has chosen to receive the vaccination. Although immunization against this infection is not a requirement, all entering freshmen, particularly those living in residence halls, are urged to consider vaccination. The meningococcal vaccine is available at Student Health Services.

The above are **not** admission requirements, but are required of students as conditions of enrollment in CSU.

Students may fulfill the immunization requirements by bringing or sending medical documentation of immunization to the Student Health Services. Students may also receive the immunizations at Student Health Services. ***Important:*** *Students who have not complied with these California State University mandates prior to the registration deadline will not be able to register for their second quarter.*

DETERMINATION OF RESIDENCY FOR TUITION PURPOSES

University requirements for establishing residency for tuition purposes are independent from those of other types of residency, such as for tax purposes, or other state or institutional residency. These regulations were promulgated not to determine whether a student is a resident or nonresident of California, but rather to determine whether a student should pay University fees on an in-state or out-of-state basis. A resident for tuition purposes is someone who meets the requirements set forth in the Uniform Student Residency Requirements. These laws governing residency for tuition purposes at the California State University are California Education Code sections 68000-68085, 68120-68134, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41900-41916. This material can be viewed on the Internet by accessing the California State University's website at www.calstate.edu/GC/resources.shtml.

Each campus's Admissions Office is responsible for determining the residency status of all new and returning students based on the Application for Admission, Residency Questionnaire, Reclassification Request Form, and, as necessary, other evidence furnished by the student. A student who fails to submit adequate information to establish eligibility for resident classification will be classified as a nonresident.

Generally, establishing California residency for tuition purposes requires a combination of physical presence and intent to remain indefinitely. An adult who, at least one full year prior to the residency determination date for the term in which enrollment is contemplated, can demonstrate both

physical presence in the state combined with evidence of intent to remain in California indefinitely may establish California residency for tuition purposes. A minor normally derives residency from the parent(s) they reside with or most recently resided with.

Evidence demonstrating intent may vary from case to case but will include, and is not limited to, the absence of residential ties to any other state, California voter registration and voting in California elections, maintaining California vehicle registration and driver's license, maintaining active California bank accounts, filing California income tax returns and listing a California address on federal tax returns, owning residential property or occupying or renting an apartment where permanent belongings are kept, maintaining active memberships in California professional or social organizations, and maintaining a permanent military address and home of record in California.

Nonresident students seeking reclassification are required to complete a supplemental questionnaire that includes questions concerning their financial dependence on parents or others who do not meet university requirements for classification as residents for tuition purposes. Financial independence is required, along with physical presence and intent, to be eligible for reclassification.

Non-citizens establish residency in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States.

Exceptions to the general residency requirements are contained in California Education Code sections 68070-68085 and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41906-41906.6, and include, but are not limited to, members of the military and their dependents, certain credentialed employees of school districts and most students who have attended three years of high school in California and graduated or attained the equivalent. Whether an exception applies to a particular student cannot be determined before the submission of an application for admission and, as necessary, additional supporting documentation. Because neither campus nor Chancellor's Office staff may give advice on the application of these laws, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

Residency determination dates are set each term. They are:

Quarter Term Campuses

Fall.....September 20
Winter..... January 5
Spring..... April 1
Summer.....July 1

Semester Term Campuses

Fall.....September 20
Spring..... January 25
Summer.....June 1

CalState TEACH operates on a trimester system. The residency determination dates for CalState TEACH are as follows:

Fall.....September 20
Spring..... January 5
Summer.....June 1

Students classified as non-residents may appeal a final campus decision within 120 days of notification by the campus. A campus residency classification appeal must be in writing and submitted to:

The California State University
Office of General Counsel
401 Golden Shore, 4th Floor
Long Beach, CA 90802-4210

The Office of General Counsel can either decide the appeal or send the matter back to the campus for further review. Students incorrectly classified 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 also subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations.

Resident students who become nonresidents or who no longer meet the criteria for an exception must immediately notify the Admissions Office. Changes may have been made in the rate of nonresident tuition and in the statutes and regulations governing residency for tuition purposes in California between the time this information is published and the relevant residency determination date. Students are urged to review the statutes and regulations stated above.

WITHDRAWALS

Cancellation of Registration or Withdrawal from the Institution

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term ***are required*** to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available from the Admissions and Records Office (SA 47) at (661) 654-3036 or records@csub.edu.

Students who receive financial aid funds ***must consult*** with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

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 Admissions/Records 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 during a term may petition through the Admissions and Records Office for withdrawal. No academic penalties will be assessed under these conditions. This provision also applies to individuals called to active military service.

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 Admissions/Records. Clearance signatures to be obtained are listed on the withdrawal form.

STUDENT SUPPORT

Academic Advising and Resource Center (AARC)
The Academic Advising and Resource Center (Student Services Building) offers academic advising and informational support services. Though the AARC focuses on serving undeclared students, the Center welcomes all students. The Center specializes in advising of the general education and other graduation requirements, Roadrunner Academic Achievement Program advising (English and mathematics development), academic probation intervention (REACH workshops), and orientation to undeclared students. The Center also provides information for various academic majors (roadmaps), university programs, and other services available to students.

The AARC website (www.csub.edu/aarc/) has valuable information for students and advisors. Students can find out who their advisor is, retrieve the General Education and Other Graduation Requirements checklists, obtain information about academic probation, and utilize a probation GPA calculator to estimate grades needed to clear probation. Academic counselors, student peer counselors, and School counseling interns are all available to assist students. Both scheduled and walk-in appointments are accommodated at the AARC. Contact the AARC staff at (661) 654-2700 or aarc@csub.edu

Testing Center
The Testing Center administers two general types of tests: (1) national admission and matriculation tests for undergraduates and graduates; and (2) English and math placement tests for CSUB and other CSU campuses. For information and registration bulletins concerning the following tests, visit the Testing Center located in the Modular Building (next to Campus Police) or call (661) 654-3373.

The Testing Center administers the following tests:
- American College Test (ACT)
- California Basic Education Skills Exam (CBEST)
- California Subject Examinations for Teachers (CSET)
- Graduation Writing Assessment Requirement (GWAR)
- College Level Examination Program (CLEP)
- Campbell Interest and Skills Survey (CISS)
- Chemistry Placement Test
- COMPASS exam (math only)
- Entry Level Math Exam (ELM)
- General Education waiver exams (Area A1, Area A2, Area A3, Area A4)
- Graduate Management Admissions Test (GMAT)
- Graduate Record Examination (GRE)
- Miller Analogies Test (MAT)
- Myers-Briggs Type Indicator (MBTI)
- Praxis I & II Series: Subject, Specialty (MSAT)
- Reading Instruction Competence Assessment (RICA)
- Single Subject Assessments for Teaching (SSAT)
- Scholastic Assessment Tests I & II (SAT Reasoning & Subject exams)
- Test of English as a Foreign Language (TOEFL) English Placement Test (EPT)

Testing information and registration bulletins are available for various other tests. However, CSUB is not yet a designated test center to offer the computer (only) based testing for the GRE and GMAT, the Law School Admission Test (LSAT), and the Medical College Admission Test (MCAT).

STUDENT PROGRAMS

New Student Orientation Program
The New Student Orientation Program is designed for newly admitted students and their families as they transition into a

new academic and community environment at the university. The program ensures new students understand the nature and purpose of the CSU Bakersfield community, student support programs, and the advising process. All new students (both freshmen and transfer) are required to attend an orientation program prior to enrollment. Students are allowed to register for courses at all orientation programs. For additional information regarding the New Student Orientation Program, call (661) 654-3388 or visit the office in the Student Administration building.

College Assistance Migrant Program (CAMP)
College Assistance Migrant Program at CSU Bakersfield is a federally funded program designed to assist first-time freshmen here at the university. The purpose of CAMP is to address the educational and social development of low income and first generation college migrant students. CAMP provides the student with academic advising and other support services necessary to successfully complete their first year of higher education. Website: www.csub.edu/camp or call (661) 654-3212.

Educational Opportunity Program (EOP)
The Educational Opportunity Program (EOP) at CSU Bakersfield is designed to help those students who are historically disadvantaged because of their economic or educational background, but who have the potential and motivation to succeed in a college environment. The EOP serves California residents who meet regular admission criteria as well as those who do not qualify for regular admission. Applicants must have a history of low income and need academic and financial aid assistance. Current and former Foster Youth and Wards of the Court should apply to EOP as well as the Guardian Scholars Program.

All EOP applicant documents and forms must be completed and returned as soon as possible, as there are a limited number of spaces allocated for the program. The EOP application is online and available at www.csumentor.edu. The priority filing deadline is November 30 and the final deadline to apply is March 2. Information about EOP, the Guardian Scholars Program application, and details about the Summer Bridge program are available on the EOP website at www.csub.edu/aac/eop.html or call (661) 654-2276.

Federal TRIO Programs
The Federal TRIO Programs are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. For more information, contact the Educational Talent Search office, located in the Administration East building or call (661) 654-2261.

PROGRAMS FOR FUTURE STUDENTS

Cal-SOAP
The California Student Opportunity and Access Program (Cal-SOAP) is a statewide program designed to increase the number of students attending college. The program serves students that are from low-income families, will be the first in their family to attend college, or are from areas or schools with low-eligibility or college-going rates. Cal-SOAP was established by the state legislature in 1978 and today operates projects in 16 locations throughout the state. Cal-SOAP is funded and administered by the California Student Aid Commission (CSAC). More information on Cal-SOAP is available on www.csub.edu/calsoap/.

Educational Talent Search (ETS) Program
The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assists participants with the postsecondary application process. Talent Search also encourages those who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds to complete high school and enroll in and complete their postsecondary education.

Schools currently participating in the Educational Talent Search Program include: Emerson and Stiern Middle Schools and East, Highland, Shafter, South, and West High Schools. For additional information regarding the Educational Talent Search Program call (661) 654-2261 or visit the ETS office in Administration East Building.

University Outreach Services
The University Outreach Services Office coordinates many of the university's ongoing outreach and recruitment activities. California State University, Bakersfield concentrates its major outreach activities in high schools and community colleges located in Kern, Kings, Tulare, Inyo, and Mono counties. The primary focus of University Outreach Services is to assist prospective students with the pre-admission procedures necessary to attend CSUB. The Outreach staff also works to improve access to higher education for students who are from educationally and /or economically disadvantaged families, coordinates campus tours, oversees the College Ambassador Program, and hosts CSUB's orientation programs. To contact University Outreach Services, call (661) 654-3138 or visit the office in the Student Administration Building.

SCHEDULE OF FEES-2014/15

The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after fees are initially charged or initial fee payments are made, to increase or modify any listed fees. All listed fees, other than mandatory systemwide fees, are subject to change without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as **estimates** that are subject to change upon approval by the Board of Trustees, the Chancellor, or the Presidents, as appropriate. Changes in mandatory systemwide fees will be made in accordance with the requirements of the Working Families Student Fee Transparency and Accountability Act (Sections 66028 - 66028.6 of the Education Code).

The following reflects applicable systemwide fees for both semester and quarter campuses. ***These rates are subject to change.***

All Students
Application Fee (nonrefundable), payable by check or money order at time application is made: $55

2014/15 Basic Tuition Fees

Units	Per Semester	Per Quarter
Undergraduate Tuition Fee:		
6.1 or more	$2,736	$1,824
0 to 6.0	$1,587	$1,058
Credential Program Tuition Fee:		
6.1 or more	$3,174	$2,116
0 to 6.0	$1,842	$1,228
Graduate/Post Baccalaureate Tuition Fee:		
6.1 or more	$3,369	$2,246
0 to 6.0	$1,953	$1,302

2013/14 Doctorate Tuition Fees*

Units	Per Semester	Per Quarter	Per Academic Year
Education All Students	$5,559	$3,706	$11,118
Nursing Practice All Students	$7,170		$14,340
Physical Therapy All Students	$8,074		$16,148

*Applicable term fees apply for campuses with special terms, as determined by the campus. Total College Year fees cannot exceed the Academic Year plus Summer Term fees. The Summer Term fee for the Education Doctor at quarter campuses is equal to the Per Semester fee listed in the table. Total fees for the Education Doctor over the College Year equals the Per Academic Year fee plus the Per Semester fee for the summer term at all CSU campuses.

2014/15 Graduate Business Professional Fee

	Semester	Quarter
Charge Per Unit	$254	$169

The Graduate Business Professional Fee is paid on a per unit basis in addition to basic tuition fees and campus fees for the following graduate business programs:

- Master of Business Administration (M.B.A.)
- Master of Science (M.S.) programs in Accountancy
- Master of Science (M.S.) programs in Business Administration
- Master of Science (M.S.) programs in Health Care Management
- Master of Science (M.S.) programs in Business and Technology
- Master of Science (M.S.) programs in Information Systems
- Master of Science (M.S.) programs in Taxation

Nonresident Students (U.S. and Foreign)
Nonresident Tuition (in addition to basic tuition fees and other systemwide fees charged all students) for all campuses:

	Semester	Quarter
Charge Per Unit	$372	$248

The total nonresident tuition paid per term will be determined by the number of units taken.

Special Session
Standard course fee per summer quarter unit:
$175.00 Undergraduate
$200.00 Graduate

Mandatory Campus Based Fees
Based on academic year 2013/14 Fee Schedule
Note: Fees are subject to change without notice.

Student Association Fee
Fees are assessed by the Student Association to support programs and activities of the various student body organizations. Fees are adjusted annually based on Higher Education Consumer Price Index (HEPI).

Fall Quarter $119.00
Winter Quarter $119.00
Spring Quarter $119.00

Student Body Center Fee
Fees are adjusted annually based on Higher Education Consumer Price Index (HEPI).

Fall Quarter $148.00
Winter Quarter $148.00
Spring Quarter $148.00

Instructionally Related Activities Fee

Fall Quarter $54.00

Winter Quarter $53.00
Spring Quarter $53.00

Facility Fee
Fall Quarter ..... $ 2.00
Winter Quarter ..... $ 2.00
Spring Quarter ..... $ 2.00

Photo ID Fee
Fall Quarter ..... $ 4.00
Winter Quarter ..... $ 4.00
Spring Quarter ..... $ 4.00

Health Service Fee
Fees are adjusted annually based on Higher Education Consumer Price Index (HEPI).
Fall Quarter $93.00
Winter Quarter $93.00
Spring Quarter $93.00

Campus Programs Fee
Fall Quarter $15.00
Winter Quarter $15.00
Spring Quarter $15.00

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) $4.00
Application Fee (nontransferable and nonrefundable) $55.00
Late Registration Fee (nonrefundable) $25.00
Failure to Meet Administrative Deadline Fee (nonrefundable) $20.00
Graduation Fee $40.00
Late Graduation Fee $55.00
Evaluation Fee for Credential Candidates $30.00
Check Returned from bank for any cause $25.00
Transcript of Record $4.00
Replacement of equipment or materials lost or damaged ..... See Athletics
Challenge of Course by Examination $2.00
Extension Courses (per quarter unit)
Lecture and Discussion Courses ..... $175.00 - $200.00
Open University ..... $175.00 - $200.00
Regional Programs (per quarter unit) Varies with Program
Parking Fees:
Nonreserved spaces, autos
Regular students, per quarter $45.00
Six week session or period $30.00
Four week session or period $15.00
Parking meter (per day) ..... $ 5.00
Locker usage fees:
One quarter $15.00
Two quarters $20.00
Three quarters $25.00
With refund of $5.00
Resident Hall fee (per academic year, Room and Board) (approximately $7,825 – subject to change)
Field Trip Fee ..... * See Class Schedule

*In certain courses students may pay a course 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.

Credit Cards
MasterCard, Visa, Discover and American Express credit cards may be used for payment of student fees online only.

Estimated Costs Per Quarter
It is estimated that commuter students will pay from $600 for books and from $2,228 to $2,650 for fees, plus parking costs, each quarter. On-campus housing costs which include room, board, and cable television in the residence facilities will be approximately $2,650 each quarter. Students who live in off-campus private housing should allow $3,500 each quarter for room and board. Tuition for nonresidents of California is paid in addition to the above costs.

FEES AND DEBTS OWED TO THE INSTITUTION

Should a student or former student fail to pay a fee or 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).

Prospective students who register for courses offered by the university are obligated for the payment of fees associated with registration for those courses. Failure to cancel registration in any course for an academic term prior to the first day of the academic term gives rise to an obligation to pay student fees including any tuition for the reservation of space in the course.

The institution may withhold permission to register or to receive official transcripts of grades or other services offered by the institution from anyone owing fees or another debt to the institution. The institution may also report the debt to a credit bureau, offset the amount due against any future state tax refunds due the student, refer the debt to an outside collection agency and/or charge the student actual and reasonable collection costs, including reasonable attorney fees if litigation is necessary, in collecting any amount not paid when due.

If a person believes he or she does not owe all or part of an asserted unpaid obligation, that person may contact the campus business office. The business office, or another office on campus to which the business office may refer the person, will review all pertinent information provided by the person and available to the campus and will advise the person of its conclusions.

REFUND OF MANDATORY FEES, INCLUDING NONRESIDENT TUITION

Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in Section 41802 of Title 5, *California Code of Regulations*. For purposes of the refund policy, mandatory fees are defined as those systemwide and campus fees that are required to be paid in order to enroll in state-supported academic programs at the California State University. Refunds of fees and tuition charges for self-support, special session, and extended education programs or courses at the California State University are governed by a separate policy established by the University.

In order to receive a full refund of mandatory fees, less an administrative charge established by the campus, including nonresident tuition, a student must cancel registration or drop all courses prior to the first day of instruction for the term. Information on procedures and deadlines for canceling registration and dropping classes is available online.

For state-supported semesters, quarters, and non-standard terms or courses of four (4) weeks or more, a student who withdraws during the term in accordance with the university's established procedures will receive a refund of mandatory fees, including nonresident tuition, based on the portion of the term during which the student was enrolled. No student withdrawing after the 60 percent point in the term will be entitled to a refund of any mandatory fees or nonresident tuition.

For state-supported non-standard terms or courses of less than four (4) weeks, no refunds of mandatory fees and nonresident tuition will be made unless a student cancels registration or drops all classes prior to the first day in accordance with the university's established procedures and deadlines.

Students will also receive a refund of mandatory fees, including nonresident tuition, under the following circumstances:

- The fees were assessed or collected in error;
- The course for which the fees were assessed or collected was cancelled by the university;
- The university makes a delayed decision that the student was not eligible to enroll in the term for which mandatory fees were assessed and collected and the delayed decision was not due to incomplete or inaccurate information provided by the student; or
- The student was activated for compulsory military service.

Students who are not entitled to a refund as described above may petition the university for a refund demonstrating exceptional circumstances and the chief financial officer of the university or designee may authorize a refund if he or she determines that the fees and tuition were not earned by the university.

Information concerning any aspect of the refund of fees may be obtained from the Assistant Vice President, Fiscal & Support Services (661-654-2251, ADM 109).

FEE WAIVERS AND EXEMPTIONS

The California Education Code includes provisions for the waiver or exemption of mandatory systemwide tuition fees as follows:

Section 66025.3–Qualifying children, spouses/registered domestic partners, or unmarried surviving spouses/registered domestic partners of a war period veteran of the U.S. military who is totally service-connected disabled or who died as a result of service-related causes; children of any veteran of the U.S. military who has a service-connected disability, was killed in action, or died of a service-connected disability and meets specified income provisions; any dependents or surviving spouse/registered domestic partner who has not remarried of a member of the California National Guard who in the line of duty and in active service of the state was killed or became permanently disabled or died of a disability as a result of an event while in active service of the state; and undergraduate students who are the recipient of or the child of a recipient of a Congressional Medal of Honor and meet certain age and income restrictions;

Section 68120–Qualifying children and surviving spouses/registered domestic partners of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of active law enforcement or fire suppression duties (referred to as Alan Pattee Scholarships); and

Section 68121–Qualifying students enrolled in an undergraduate program who are the surviving dependent of any individual killed in the September 11, 2001 terrorist attacks on the World Trade Center in New York City, the Pentagon building in Washington, D.C., or the crash of United Airlines Flight 93 in southwestern Pennsylvania, if the student meets the financial need requirements set forth in Section 69432.7 for the Cal Grant A Program and either the surviving dependent or the individual killed in the attacks was a resident of California on September 11, 2001. Students who may qualify for these benefits should contact the Admissions/Registrar's Office for further information and/or an eligibility determination.

Section 68122–Students who are victims of trafficking, domestic violence, and other serious crimes who have been granted T or U visa status are exempt from paying nonresident tuition if they (1) attended high school in California for three or more years; (2) graduated from a California high school or attained the equivalent; and (3) registered as an entering student or are currently enrolled at a CSU campus.

Section 68130.5–Students who are not residents of California are exempt from paying nonresident tuition if they (1) attended high school in California for three or more years; (2) graduated from a California high school or attained the equivalent; and (3) registered as an entering student or are currently enrolled at a CSU campus. In addition, students without lawful immigration status will be required to file an affidavit stating that they have filed an application to legalize their immigration status, or will file an application as soon as they are eligible to do so. This exemption from paying nonresident tuition does not apply to students who are nonimmigrant aliens within the meaning of 8 U.S.C. 1101(a)(15), except as provided by Section 68122 above.

STUDENT SERVICES FEE

The student services fee provides financing for the following student services programs not covered by state funding:

- **Social and Cultural Development Activities-**provides for the coordination of various student activities, student organizations, student government, and cultural programs.
- **Counseling-**includes the cost of counselor's salaries and clerical support plus operating expenses and equipment.
- **Testing-**covers the cost of test officers, psycho-metrists, clerical support, operating expenses, and equipment.
- **Placement-**provides career information to students and faculty for academic program planning and employment information to graduates and students.
- **Financial Aids Administration-**includes the cost of the counseling and business services provided in connection with the financial aid programs.
- **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.
- **Housing-**includes the cost of personnel providing student housing information and monitoring housing services.
- **Student Services Administration-**covers 50% of the cost of the Vice President for Student Affairs Office which has responsibility for the overall administration of student services.

PROCEDURE FOR THE ESTABLISHMENT OR ABOLISHMENT OF CAMPUS-BASED MANDATORY FEES

The law governing the California State University provides that specific campus fees defined as mandatory, such as a *student body association fee* and a *student body center fee*, may be established. A *student body association fee* must be established upon a favorable vote of two-thirds of the students voting in an election held for this purpose (Education Code, Section 89300). The campus President may adjust the *student body association fee* only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose. The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus President containing the signatures of 10 percent of the regularly enrolled students at the University. *Student body association fees* support a variety of cultural and recreational programs, childcare centers, and special student support programs. A *student body center fee* may be established only after a fee referendum is held which approves by a two-thirds favorable vote the establishment of the fee (Education Code, Section 89304). Once bonds are issued, authority to set and adjust *student body center fees* is governed by provisions of the State University Revenue Bond Act of 1947, including, but not limited to, Education Code sections 90012, 90027, and 90068.

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and a student referendum as established by Executive Order 1054, Section III. The campus President may use alternate consultation mechanisms if he/she determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus President. The President may adjust campus-based mandatory fees but must request the Chancellor to establish a new mandatory fee. The President shall provide to the fee advisory committee a report of all campus-based mandatory fees. The campus shall report annually to the Chancellor a complete inventory of all campus-based mandatory fees.

For more information or questions, please contact the Budget Office in the CSU Chancellor's Office at (562) 951-4560.

TRANSCRIPTS

Official transcripts of courses attempted at the CSU Bakersfield are issued only with the written permission of the student concerned. Partial transcripts are not issued. A fee is charged for each transcript order. Visit the Office of Admissions and Records, or website www.csub.edu/admissions for current fees and ordering procedures.

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 those institutions previously attended. No transcript can be issued until all accounts with the University are clear and the record is free of encumbrances, holds, or other obligations.

ATHLETICS

Now into its second quarter century of competition, the CSUB Athletic Department followed 35 years of success at the NCAA Division II level with the natural successful transition to NCAA Division I. Roadrunner Athletics is an active NCAA Division I member and the newest member of the Western Athletic Conference. CSUB offers eight sports for men (baseball, basketball, golf, soccer, swimming and diving, outdoor track and field and wrestling) and 10 sports for women (basketball, cross country, golf, soccer, softball, swimming and diving, indoor/outdoor track and field, volleyball, water polo and sand volleyball).

The Roadrunners were a model Division II athletics program, winning 30 National Championships and the prestigious Sears Director's Cup. CSU Bakersfield is the only CSU institution to achieve such status. The tradition of athletics success has carried into Division I as evidenced by the recent participation in postseason play by many athletics programs including men's soccer (NCAA 2011), men's basketball (CIT 2012) and women's basketball (WBI 2010-2011). Additionally CSUB baseball, which will begin WAC play in Spring 2013, won 33 games in 2011 and have had six players in the MLB Draft.

Over its history, CSUB has produced multiple professional athletes, including former heavyweight wrestler Stephen Neal who won two NCAA National Championships and went on to win Gold Medals in the World Freestyle, USA Freestyle and Pan American Games. Following wrestling, Neal played in the National Football League, starting as offensive guard and winning three Super Bowl titles with the New England Patriots.

Former Roadrunners are also playing professional basketball overseas and professional baseball in the minor leagues for franchises like the Boston Red Sox, San Diego Padres, Miami Marlins and the Chicago White Sox.

ASSOCIATED STUDENTS, INC. (ASi)

The Associated Students, Inc. of California State University, Bakersfield exists to provide an official voice through which students' opinions and issues may be expressed regarding university and statewide affairs. ASi seeks to assist in the protection of the rights and interests of individual students and the student body as a whole. In the spring of 1976, the constitution which instituted student government at CSUB was approved by an overwhelming majority of the student population. The organization has evolved since that time and was incorporated in 1987 as a non-profit organization. It is an officially recognized auxiliary organization of the California State University.

More than just a student government, ASi is a unique organization that fosters student development and involvement in educational, cultural, and social activities. This is accomplished through the provision of resources and programs that encourage leadership, civic participation, and social, educational, political and cultural awareness for the betterment of the students.

ASi is comprised of a Board of Directors (with directors from each school, class level, residential life, and Antelope Valley) in addition to the student body president and vice presidents. ASi oversees a budget that is funded entirely by student fees, paid each quarter through registration. ASi does not receive state support. This Student Body Fee is reallocated by ASi to support student clubs and organizations, activities, programming, services, athletics, and the Children's Center. When you see the ASi logo, you see student dollars at work.

RUNNER BOOKSTORE

The CSUB Runner Bookstore is located in the Student Union. The Runner Bookstore provides a variety of services to ensure optimum convenience for all students attending the CSU Bakersfield Campus as well as the Antelope Valley Center Campus location. The bookstore carries all required course materials, study references, general reading books, school supplies, emblematic gifts, CSUB team spirit apparel, health and beauty needs, snacks and beverages. The bookstore offers new, used, rental and digital textbooks. Discounted educational priced software is also available online at www.csub.bkstr.com. Free shipping is provided to all Antelope Valley Students from the CSUB Bookstore location. At the end of each term the Bookstore will buyback your unwanted textbooks depending on the need of the campus and the national collegiate market. The Runner Bookstore regular business hours are Monday–Thursdays 8:00 a.m. to 6:00 p.m. and Friday's 8:00 a.m. to 2:00 p.m. Store hours may vary during the school year. To contact the CSUB bookstore please call 661-654-2273.

FOOD SERVICES

The Runner Café, The Roost, Peet's Café, and the Dining Commons are operated by ARAMARK Higher Education. The Runner Café is open Monday through Thursday 7:30 a.m. to 4:00 p.m., Friday until 7:30 a.m. to 2:00 p.m. The Roost is open Monday through Thursday 12:00 p.m. to 7:00 p.m. and closed on Fridays. Peet's Café is open Monday through Thursday from7:00 a.m. to 8:00 p.m. and Friday 7:00 a.m. to 2:00 p.m. The Dining Commons is open to the public. Togo's Sandwich Shop, located in Science III Building, is open Monday through Thursday 7:30 a.m. to 7:00 p.m. and Friday 7:30 a.m. to 3:00 p.m.

CENTER FOR COMMUNITY ENGAGEMENT & CAREER EDUCATION (CECE)

The mission of the Center for Community Engagement and Career Education is to prepare students for lifelong learning and development through community engagement and career education by forming strong partnerships with community organizations, employers, and CSUB students, faculty, and staff.

CECE offers comprehensive career counseling services, job postings, and options to engage in community service for CSUB students. The staff works directly with students to explore and discuss educational and career plans with the goal of creating an academic and community oriented professional road map for success.

Career Counseling and Guidance
An emphasis is placed on assisting students with self-reflection and appraising strengths relative to career goals and aspirations. Career inventories are used to assist students in identifying interest patterns and characteristics that facilitate informed career decisions.

Community Engagement
Options to engage with the community by way of internships, volunteering and special programs are available to students. A list of opportunities to engage with the community can be found in the RunnerLink system at www.csub.edu/cece.

Resume Development and Job Search Strategies
CECE utilizes an evidence based resume development method focused on highlighting skills and achievements to help students write powerful and persuasive documents. Additionally, CECE works individually with students to design job search strategies uniquely crafted for the student.

Presentations and Courses
CECE facilitates career education presentations for a variety of classes and majors. Career and community service courses are also offered by CECE staff and include topics focused around community needs and career development.

On-Campus Interviews, Company Information Sessions and Events
On campus employer information sessions and interviews are a significant part of the job search process and are facilitated by CECE. Additionally, career fairs occur throughout the academic year to provide networking opportunities for students and companies. A complete list of events and company visits can be found on RunnerLink at www.csub.edu/cece.

Job Vacancy Listings
Each year thousands of jobs are posted on CECE's career services management system, RunnerLink, which is available to all CSUB students and is accessible at www.csub.edu/cece.

Research Contribution
CECE may furnish information about the employment of students who graduate from programs at CSUB. The information is collected from graduates nationally and compiled by the National Association of Colleges and Employers.

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 ages two through five. The program is concerned with the personal growth of children while providing a meaningful educational experience for participating children. 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 welcomed 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. The number to call is (661) 654-3165.

COUNSELING CENTER

The Counseling Center provides professional mental health counseling services to all registered CSUB students. All counseling services are free of charge, and information shared with a counselor is kept strictly confidential. Services are designed to help students develop their maximum potential while pursuing their educational and personal goals, as well as to help remove any emotional or psychological barriers that may interfere with students' successful graduation from CSUB.

The Counseling Center provides individual and group services in the following areas:

Crisis Intervention
Counselors are available at all times that the Center is open to provide crisis intervention assistance. The Center is open Monday – Friday from 8:00 a.m. to 5:00 p.m. and closed from 12:00 p.m. to 1:00 p.m. throughout the academic year. The Center has limited hours of operation during the Summer months, and the Center is closed during Winter break. After-hours, on weekends, holidays, and breaks, students may contact the CSUB Crisis Line by dialing the Counseling Center number 661-654-3366 and selecting the option to talk with a crisis counselor.

Personal Counseling
Personal counseling is an opportunity to meet individually with a licensed counselor to explore various needs and concerns. Common concerns include stress management,

personal crises, anxiety, depression, relationship problems, abuse, grief, trauma, alcohol and drug issues, self-esteem problems, managing anger, and eating issues. Personal counseling may address any issue which influences a person's sense of well-being and progress in school. Due to high demands for services, an appointment may be necessary, and the number of individual counseling sessions is limited.

Educational Counseling
Educational counseling includes selecting a major of study, removing barriers to academic success, and developing skills necessary to be successful at CSUB. Counselors provide opportunities for students to identify interests, goals, abilities, and develop decision-making skills.

General Studies Courses
Each quarter a variety of General Studies courses are offered. Courses are typically available in areas such as self-esteem, stress management, parenting, relationships, and test anxiety.

STUDENT HOUSING AND RESIDENCE LIFE

The campus residence halls provide CSUB students the opportunity to live on campus, establish a community of support with peers, and engage in a variety of social, recreational, and educational activities while pursuing their academic goals.

More than 350 students of all ages and class levels call CSU, Bakersfield home. Our residential facilities consist of six three-story buildings. Each building has a Resident Assistant and 12 Residence Hall Association members that live in the halls and provide activities and resources for the residents. These traditional residence halls accommodate 60 students in single, double, and triple rooms. Each hall has a television lounge, which is located on the ground floor. All living areas are carpeted and have individualized heating and air conditioning. Every student room comes with basic cable television and wireless internet access. Other amenities include microwave ovens in each lounge, a centrally located coin operated laundry facility, swimming pool, bicycle racks, parking, and a lighted sand volleyball court. Freshmen who do not live at home or with legal guardians are encouraged to live on campus.

The Student Housing and Residence Life Office sponsors a series of social, educational and recreational programs throughout the year. There are three living learning communities and one theme hall to assist students in having more solid connections with faculty; they are the First-Year Experience, Sociology, Nursing, and the Wellness and Sustainability Community. The University Grill serves as a focal point for many of the programs as well as food services. Students must select one of 5 meal plan options when living in the campus residence halls. The dining format is all you care to eat and includes hot entries, a deli line, a grill line, a salad and fruit bar, a waffle bar, and dessert bar.

The Residence Life staff includes two part-time Community Assistants, one for Academic Intervention and one for Social Justice; a full-time professional Residence Life Coordinator; an Assistant Director of Residence Life and an Assistant Director of Operations; and a Director of Student Housing. All staff has been trained in community development with the express purpose of enhancing student development and life on campus. The majority of the staff are master's degree level professionals. Within the next few years our community will be growing with the addition of several new residence halls. We are excited about the positive impact this project will have on the campus community as well as student life as a whole!

OFFICE OF STUDENT RIGHTS AND RESPONSIBILITIES (OSRR)

The Office of Student Rights and Responsibilities administers the Student Code of Conduct based on Title 5, Section 41301 of the California Code of Regulation to foster a culture of truth and integrity in the campus community.

The Office is committed to the principles of fairness, honesty, and students' due process rights. Through effective outreach and educational initiatives, the office will contribute to students' personal and academic success.

If you are looking for information on University policies, Student Code of Conduct, or the Student Conduct Process, please visit our website at www.csub.edu/osrr or stop by our office located in the Vice President for Student Affairs' Office in the Runner Café Building.

SERVICES FOR STUDENTS WITH DISABILITIES (SSD)

California State University, Bakersfield (CSUB) was planned with a dedication to academic excellence and an emphasis on accommodating individual student needs. This philosophy is extended to all students and is implemented for students with disabilities through the Office of Services for Students with Disabilities.

The mission of SSD is to provide support services that will enable every student, regardless of disability, to have access to a university education. In addition, SSD staff will promote campus awareness of and sensitivity to disability issues.

CSUB is accessible both in its architectural planning and in the attitudes of the faculty and staff. As the nineteenth institution in the California State University system, CSUB was built in the 1970's in compliance with state architectural building codes that mandate accessibility for persons with disabilities. It is a small campus, built on flat terrain, with classrooms and services located close together and with proper ramping.

SSD recognizes the following disabling conditions which may impede the educational process and necessitate support service(s) or programs: visual limitations, communication disability, mobility limitation, specific learning disability, other functional limitations, and temporary disabilities.

- Services are available without charge to all currently enrolled students with verified temporary or permanent disabilities. All contacts and obtained information are confidential within CSU policies and state and federal laws.
- Assistance is available for mobility, reading, writing, and communication needs that may occur during registration.
- Readers, note-taking paper, test proctors, scribes, and interpreter services are provided as appropriate.
- Priority registration is available for students with disabilities.
- A variety of equipment is available including: tape recorders, assistive listening devices, a Kurzweil reading machine, Brailler, CCTV large text display, and adaptive computer training.
- Contact is made with off-campus agencies such as the Department of Rehabilitation in order to best meet the needs of the students. SSD staff serves as liaison with campus departments and personnel to ease the student's integration into the campus population.
- A learning disabilities specialist is available to provide diagnostic assessment at no cost to currently enrolled CSUB students who feel they may have a learning disability.
- Disabled Parking spaces for persons with physical disabilities are designated near each major facility on campus, and may be used with a valid DMV Disabled placard and current CSUB Parking Permit.
- Students who are interested in obtaining information about services appropriate to their disabilities should contact the SSD staff for an application for services. SSD is located in the SA 140. Upon receipt of a completed application, including current medical documentation or previous diagnosis of a learning disability, the SSD will evaluate and certify the disability and recommend appropriate accommodations.

Disability Services Advisory Committee

Each campus in the CSU is encouraged to establish an advisory committee for services to students with disabilities in order to assist in the evaluation of current campus policies and procedures relating to students with disabilities. The Advisory Committee will also develop plans relating to programs and services for students with disabilities, recommend priorities, review barrier removal priorities as specified in the State University Administrator's Manual (SUAM), and develop timelines.

At CSUB, members of the Disability Services Advisory Committee are appointed by the Director of Disability Services, as designated by the campus President. The composition of the committee includes campus representatives from various student disability categories, administrative, and academic areas including the Disability Services Office, the Office of Financial Aid and Scholarships, Admissions and Records, Housing Office, Counseling Center, Faculty, etc.

Any disability related concerns should be forwarded to the Advisory Committee to be placed on the agenda for their next meeting. The Committee normally meets on a quarterly basis and more frequently should the need arise.

Confidentiality of Disability Related Student Records

California State University campuses comply with the Family Education Rights and Privacy Act of 1974 (FERPA) and its regulations. Each CSU campus shall maintain appropriate confidential records identifying students with disabilities. Information in these records shall include the student's name, address, social security number, nature of disability, support services recommended, and verifying statement by the director of disabled student services or designee, or documentation provided by the student. The confidential records will be protected in accordance with FERPA regulations with the purpose of providing appropriate academic accommodations to the student. Information about the student may be released with the student's consent or in accordance with FERPA or other applicable legislation.

Service Animal Policy

According to the Americans with Disabilities Act (ADA), a service animal is defined as "any animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, and alerting individuals who are hearing impaired to intruders, or pulling a wheelchair and fetching dropped items." Service animals must be permitted to accompany a person with a disability everywhere on campus or off campus as the activity (e.g. internship, field work, etc.) pertains to the curriculum. If there are any questions as to whether an animal qualifies as a service animal, a determination will be made by the Section 504 Compliance Officer/ADA Coordinator in consultation with the Office of Services to Students with Disabilities (SSD). In compliance with the ADA, service animals are welcome in all buildings on campus and may attend any class, meeting, or other event. Disabled students desiring to use a service animal on campus should first contact SSD to register as a student with a disability. The Director of SSD (or designee) will evaluate the disability and recommend any additional accommodations appropriate to the functional limitations. Faculty or staff desiring the use of a service animal on campus should contact the Office of Personnel Services. The Director of Personnel (or designee), in consultation with the Director of SSD (or designee), will evaluate the disability and make any appropriate recommendations. Requirements of service animals and their owners include: Dogs must be licensed in accordance with county regulations and wear a vaccination

tag. Other types of animals (monkeys, snakes, miniature donkeys, etc.) must have vaccinations appropriate for that type of animal. Animals must be in good health. Animals to be housed in university housing must have an annual clean bill of health from a licensed veterinarian. Animals must be on a leash at all times. The owner must be in full control of the animal at all times. The owner should provide SSD information as to how the animal accommodates for their disability. Reasonable behavior is expected from service animals while on campus. If a service dog, for example, exhibits unacceptable behavior, the owner is expected to employ the proper training techniques to correct the situation. The owners of disruptive and aggressive service animals may be asked to remove them from university facilities. If the improper behavior happens repeatedly, the owner may be told not to bring the service animal into any facility until they take significant steps to mitigate the behavior. This mitigation may include muzzling a barking dog, or refresher training for the animal and its owner. Cleanliness of the service animal is mandatory. Daily grooming and occasional baths (at a vet or a family home) should keep dog odor to a minimum. Flea control is essential and adequate preventative measures should be taken. If a flea problem develops, it should be dealt with immediately and in an effective manner. Consideration of others must be taken into account when providing maintenance and hygiene of service animals.

Any questions regarding this policy may be directed to either the SSD Office SA 140 (661) 654-3360 (voice) (661) 654-6288 (tdd), or to Dr. Beth Rienzi, Section 504 Compliance Officer/ADA Coordinator, and AVP of Academic Affairs. Dr. Rienzi may be reached at (661) 654-2154.

STUDENT HEALTH SERVICES (SHS)

The College Health Professionals at the CSUB Student Health Services are dedicated to providing the highest quality health care to the diverse community at California State University Bakersfield. Services are designed to help students stay healthy and reach their academic goals. Enrolled students at CSUB have access to basic medical care at the Student Health Services located on both the main campus and the satellite campus in Antelope Valley. The SHS has an excellent medical staff of physicians, a nurse practitioner, a registered nurse, and other licensed medical professionals. The Student Health Service is accredited by the Accreditation Association for Ambulatory Health Care, an independent national accrediting organization that recognizes the Student Health Service's high standards of outpatient medical care and services.

Currently enrolled students can access the health services with their CSUB identification card. Currently enrolled students of the Extended University can qualify for care once they have paid the quarterly mandatory health fee. If students are under 18 years of age, they are required to submit a signed "Consent to Treat" form by their parent or guardian prior to receiving any services. Forms are available at the Student Health Services reception desk.

Services offered at the Student Health Services include both basic and augmented services such as general medicine, physicals, immunizations, health education, laboratory, x-ray, and pharmacy. All basic services rendered in support of actual illness or injuries are provided at no extra cost. Augmented services such as pharmacy services, specialized lab testing, or services requested for health maintenance or clearances have a small fee associated with them.

All charges for health care provided off campus are the responsibility of the individual student. The Student Health Services recommends that students have supplemental health insurance for services beyond the scope of the Student Health Services; such as emergency room care, ambulance service, hospitalization, and outside specialist care. For those students not otherwise covered, medical insurance plans are available through the Associated Students, Inc.

Please also see the catalog section on *Health Screening* regarding documentation of the vaccine series for Hepatitis B vaccination for those students 18 years of age and younger, and documentation of a vaccination for Measles and Rubella.

STUDENT RECREATION CENTER (SRC)

The 75,000 square foot Student Recreation Center provides optimal service in a safe and fun environment for the CSUB community to achieve physical and mental well-being, personal development, and life-long learning through innovative, student-driven programs of fitness, sports, and wellness.

The SRC opened in Spring 2009 and is intended for use by the general student body. It offers something for every student regardless of gender, age, ethnicity, level of fitness, or skill level. It is an inviting, warm, and friendly place where every person is welcome. CSUB students approved a fee referendum to fund and operate the center, so there is no additional cost for students to use it.

The center includes: a 13,000 square foot fitness area equipped with 60 cardiovascular machines, 5.5 tons of free weights, 12 plate-loaded weight machines and 40 variable resistance weight machines, core strength area and 24 50-inch LCD screens; seven exercise rooms with specialized flooring, mirrors, padding, and sound systems for a variety of classes such as aerobics, group cycling, dance, martial arts, and yoga; dedicated room for personal trainer services and assessment; 3-court gymnasium, (two hardwood courts and one resilient rubber floor) for informal and intramural basketball, volleyball, badminton, and indoor soccer; indoor 34-foot high

climbing wall with separate bouldering rock; indoor 3-lane, suspended, 1/10th of a mile, jogging/walking track; lighted outdoor sports field for informal, intramural, and student club activities in soccer, flag football, ultimate Frisbee, and softball; equipment check out; towel service; day-use and rental lockers; shower facilities; table tennis, boxing stand; Wii and X-box; ballet barres; lounge chairs; study tables and Wi-Fi. Additional shared-use facilities include Hillman Aquatic Center for recreational lap swim and the campus tennis courts.

Programs are offered in Intramural Sports, Personal Training/ Fitness Advising, Group Exercise classes, Wellness Workshops, Informal Recreation, Sports Clubs, Indoor Climbing and Low Ropes Challenge Course.

Approximately 70 student staff members employed by the SRC seek to inspire, influence, and educate the campus community to attain a personalized level of fitness and wellness - all within an environment that is inclusive, accessible, and challenging. ***The SRC—It's Your Rec Center!***

STUDENT UNION and STUDENT ORGANIZATIONAL GOVERNANCE

The Student Union and Student Organizational Governance is comprised of the Student Union Inc., Campus Programming, and Student Clubs and Organizations. These areas work together to enhance the quality of the student experience.

The Student Union, Inc. Board of Directors is comprised of students, alumni, faculty, and staff members who guide the direction of the Student Union and set its policy. The Student Union is designed to serve as the social center of the campus community and provide a comfortable atmosphere for students to meet, organize, and attend a variety of events. The building is a contemporary, dynamic facility unique in structure and appearance on campus. The Student Union offices, organizations, facilities and services are intended to support and enhance a successful university experience. Organizations and services housed within the Student Union include: The Roost, The Runner Bookstore, Student Resource Center, and Associated Students, Inc.

Reservations for Student Union facilities may be made by contacting the SU Reservations at (661) 654-6297. Facilities that are available for rental include a variety of conference rooms, a large meeting room, outside patio areas, and Runner Park. Rental charges vary depending upon the facility utilized and whether the reservation is being made by a student group, campus department, or off-campus guest. In addition to tables and chairs, the Student Union has portable stage risers and a variety of audiovisual equipment.

Campus Programming assists students, faculty and staff in the development, implementation, promotion, and assessment of social, cultural, educational and recreational activities and programs for the University. Co-curricular activities and programs are planned to enhance instructional offerings, provide opportunities for student involvement, and make available a variety of diverse experiences to assist students in the development of their interpersonal and social skills. These activities and programs include: campus clubs and organizations, fraternities and sororities, special interest programs, and recreational and leisure activities. Campus entities that are planning activities and events are encouraged to contact the Assistant Director for Campus Programming for assistance.

CSUB-ANTELOPE VALLEY (AV) STUDENT LIFE CENTER

Student Life Consultant

The Student Life Consultant, located in the Student Services Building, offers CSUB-AV students services such as personal coaching, educational advising, and career counseling. These services are designed to encourage and facilitate students' academic success, as well as to assist students in reaching their maximum potential while pursuing their educational and personal goals.

Counseling Center

The CSUB-AV Counseling Center, located in Room 413, offers short-term, confidential, psychological counseling for personal, family, educational or occupational stress. The primary goal is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university. Students can have individual, couples, or group therapy.

Health Services

Health Services is located in the Student Services Building, and is available at CSUB-AV for all registered students who have paid the health services fee. There is a Nurse Practitioner on staff to provide non-emergency medical care at no extra cost. There is a slight fee for specialized lab testing, pharmacy services, etc. The Health Center also offers vaccinations to fulfill the mandatory university immunization requirement. For more information about services offered through the Antelope Valley Health Center, please refer to www.csub.edu/ health center/antelopevalley.

Services for Students with Disabilities

Disability Services for the AV campus is located in the Student Services Building. Services provided and eligibility requirements are the same as those listed for Disability Services at the main campus. SSD is staffed by one part-time Disability Management Counselor and one part-time student assistant. Further information on the types of services and listed requirements for eligibility is available in the Student Services Building on the AV campus.

Location: Student Administration Building, SA 114
Telephone: (661) 654-3016
email: finaid@csub.edu
Website: www.csub.edu/finaid

The Office of Financial Aid and Scholarships (OFA&S) administers a number of financial aid programs to enable students without adequate financial resources to attend California State University, Bakersfield (CSUB). Students are encouraged to contact the OFA&S for specific application instructions, and/or visit our website at http://www.csub.edu/finaid/ for information on Applying for Aid, including: **Applying for Aid -** a General Overview of the Financial Aid Application & Delivery Process; **Tips for Success;** and, simplified **Checklists** to assist with a smooth transition to CSUB. The priority filing date for financial aid consideration for all CSU campuses is **March 2nd** prior to the beginning of each new academic year. Applications for financial aid will be accepted after the priority date, but awards to late applicants are dependent upon the availability of funds.

A qualified applicant who has submitted all required verification documentation will be considered for a "financial aid package" which may include monies from one, or a combination of some, of the following programs:

GRANTS / FELLOWSHIPS

Grants and fellowships are disbursed to students for education-related expenses and do not need to be repaid unless the student withdraws from all classes prior to completion of 60% of the quarter.

Athletic Grant-in-Aid

Athletic Grant-in-Aid is a CSUB grant program for student-athletes. Eligibility is determined by the CSUB Athletic Department and is awarded in accordance with National Collegiate Athletic Association (NCAA) regulations.

Bureau of Indian Affairs (BIA) Grant

Native American students who can prove membership in a federally recognized tribe may receive education grants from the Federal Bureau of Indian Affairs. If you are a member of a California tribe, contact the Bureau's Office of Indian Education, 2800 Cottage Way, Sacramento, CA 95825, phone (916) 978-6000.

California Chafee Grant

This program provides up to $5,000 annually to current or former foster youth to use for vocational school training or college expenses. In order to apply, you must be enrolled in a:

- Vocational school or college that is Title IV eligible
- Course of study of at least half-time
- Course of study that is at least one year long and is Title IV eligible

In addition, you must maintain satisfactory academic progress through your course of study.

To apply, you must:

- Be eligible, or have been eligible for foster care, between your 16th and 18th birthday, and not have reached your 22nd birthday as of July 1 of the award year.
- File two forms:
  1. A Free Application for Federal Student Aid (FAFSA). Students without a Social Security number, or who are unable to complete a FAFSA, may contact the California Student Aid Commission (CSAC) for further instructions and assistance.
  2. A California Chafee Grant Program Application must also be submitted. Send it to the CSAC. The form is on the CSAC website at www.chafee.csac.ca.gov. Or, call the CSAC at phone 1-888-224-7268 and request an application.

The CSAC will review your FAFSA and your Chafee Grant Application. The California Department of Social Services will verify your Independent Living Program (ILP) status, and your school financial aid office will determine your financial aid eligibility. At that time, the CSAC will send you a letter to tell you if you are eligible to receive a grant or not.

Cal Grant Program

The Cal Grant Program is a state-funded educational opportunity grant program administered by the California Student Aid Commission (CSAC) to assist undergraduate students in paying for a college education. Recipients of these 4-year renewable undergraduate awards may request a fifth year of funding while enrolled in specific coursework in post-baccalaureate teaching credential programs. The final filing deadline for these programs is March 2 prior to the beginning of each new academic year.

Cal Grant A Entitlement Award

This award provides grant funds to help pay tuition/fees for California residents at qualifying for-credit instructional programs of not less than two academic years. These awards are guaranteed for those students who have a high school GPA of no less than 3.0 and meet the established program eligibility criteria.

Cal Grant B Entitlement Award

This award provides grant funds for "access costs" for low-income students in an amount not to exceed $1,551 during their first year of Cal Grant B benefits. This grant is to be used to pay living expenses and expenses related to transportation, books, and supplies. Beginning with the second year of Cal Grant B benefits, Cal Grant B also helps pay for tuition/fees for California residents attending qualifying institutions offering a baccalaureate degree. These awards are also guaranteed for those students who have a high school GPA of no less than 2.0 and meet the established program eligibility criteria.

California Community College Transfer Entitlement Award
This award is offered to California Community College students who were not awarded Cal Grant As or Bs within a year of graduating from high school, but meet certain requirements at the time of transfer from a California Community College to a qualifying institution offering a baccalaureate degree. These awards are also guaranteed for those students who have a Community College GPA of at least 2.4 and meet the established program eligibility criteria. They can represent the equivalent of either a Cal Grant A or B award.

Competitive Cal Grant A and B Award
This award is to be used for the same purposes as the Cal Grant A and B Entitlement awards, except that they are not guaranteed. The award is based on a competitive basis and intended for students who did not receive an entitlement award and are from low- and middle-income families.

Fifth Year Benefits Award
This award is for Cal Grant recipients who are enrolled in a mandatory five-year undergraduate program, which requires all participants to complete more than four years of undergraduate study.

CSU Graduate Equity Fellowship Program
This program seeks to increase the diversity of students completing Graduate degree programs in the CSU and encourages continuation on to doctoral programs and consideration of university faculty careers. It provides fellowships for economically disadvantaged CSU students, especially those from groups that are underrepresented among Graduate degree recipients in their areas of study, and promotes faculty mentoring and research opportunities. Fellowships are administered through the Office of Graduate Studies on a competitive basis for Graduate students. Individual fellowship awards typically range from a minimum of $500 to a maximum of $4,500 with an average award approximating $1,500 for the academic year. Students may apply by filing a FAFSA. Contact the Office of Graduate Studies (661) 654-3420 for the fellowship application.

Educational Opportunity Program (EOP) Grants
This is a state-funded program limited to undergraduates admitted to California State University, Bakersfield through the Educational Opportunity Program. To be eligible for the EOP grant, a student must be disadvantaged according to criteria established by state regulations, and be enrolled at least half time. This program currently provides up to a maximum of $600 annually, based on available funding, to students enrolled in the EOP program. Apply for the EOP Program by contacting the EOP Office at (661) 654-2275 or write: EOP Office, California State University, Bakersfield, 9001 Stockdale Highway, Bakersfield, California 93311-1099

Federal Pell Grant
The Federal Pell Grant program is the largest federal student-grant program. Eligibility was previously limited to Undergraduate students for up to five years of full-time attendance. As a result of the Higher Education Act Amendments of 1998, students enrolled at least half-time in teacher preparation post-baccalaureate programs leading to an initial teaching credential are now also eligible. Eligibility for a Pell Grant is dictated by the federal government according to a formula developed by the U.S. Department of Education and Congress. Pell Grant awards for full-time students currently range from $575 to $5,550 annually, but may change from year to year depending on Congressional appropriations. Apply by completing the Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Educational Opportunity Grants (FSEOG)
The FSEOG program is a federally-funded program that is designed to supplement other sources of financial aid for Undergraduate students who demonstrate exceptional financial need. Typically, the average award at CSUB is $600 for the academic year because funds are not sufficient to meet the needs of all eligible students. A student's eligibility for FSEOG is determined by information submitted to the Financial Aid Office on the FAFSA.

State University Grant (SUG)
SUG is a California State University (CSU) funded grant, intended for needy students who are residents of California. The California State University Chancellor defines eligibility criteria for award priorities, as well as amounts of the grant. Priority awarding consideration will be given to undergraduate, post-baccalaureate, and graduate students who are considered "on-time" financial aid applicants, have exceptional financial "need," are enrolled full-time, and who have not exceeded 150% of the unit requirement for graduation from their first undergraduate, teacher credential, or graduate degree program. A student's eligibility for SUG is determined by information submitted to the Financial Aid Office on the FAFSA or CA Dream Application.

LOANS

Some financial aid programs allow eligible students to borrow money to pay their living and educational expenses. Various loan programs are available to both students and/or their parents. Students must be enrolled at least half-time to be eligible for federal student loans. For more detailed information on the types of loans available, their terms, and borrowing limits, please refer to our web page at http://www.csub.edu/finaid/content/types_of_aid/.

EMPLOYMENT

Part-time employment opportunities are available on and off campus.

Federal Work-Study
Through the Federal Work-Study Program (FWS), eligible undergraduate and graduate students may work part-time (up to 20 hours per week) and earn money to help pay for their educational expenses. Limited Work-Study funds are awarded to students as part of their financial aid award package. Students awarded Work-Study should follow the placement procedures outlined on our web page at http://www.csub.edu/finaid/content/types_of_aid/work_study.shtml. Apply by completing the FAFSA.

America Reads/Counts Programs
CSUB also participates in the America Reads/Counts programs, which are federal initiatives that challenge universities to train work-study eligible students to provide tutoring of reading and mathematics to local elementary/middle school children performing below grade level. These programs are part of the Federal Work-Study program. Students interested in participating in this program should contact the Federal Work-Study Coordinator in the OFA&S at phone (661) 654-3016.

Student Assistant (on campus) and Part-time (off campus) Employment
Student Assistant employment is available on campus and eligibility is not based on financial need. Part-time, off-campus employment is available to all students as well. Positions are advertised on the Community Engagement and Career Education (CECE) department website at http://www.csub.edu/cece/students/. CECE is located in the Student Center next to the Runner Cafe, phone (661) 654-3033.

SCHOLARSHIPS

The purpose of the University's scholarship program is to provide monetary support and public recognition to students who have demonstrated academic excellence in the classroom. CSUB's growing scholarship program encompasses campus-wide, school/departmental, and community-based scholarships that are awarded by donors and/or respective scholarship committees. Scholarship awards typically range from $300 to $2,500, and are usually disbursed on a quarterly basis. CSUB students may apply for CSUB academic scholarships online at http://www.csub.edu/finaid/types/schol/index.html. The priority application filing period is **February 1st to March 15th** each year.

REQUIREMENTS

The Office of Financial Aid & Scholarships (OFA&S) requires that full-time undergraduate student aid recipients, and post-baccalaureate Teacher Credential student aid recipients, must enroll in and satisfactorily complete 12 units per quarter toward their stated degree objective. Full-time Graduate students must enroll in and satisfactorily complete 8 units (which should consist of 500 and 600-level coursework) per quarter toward their stated degree objective. Graduate students will not receive credit for courses numbered below 300.

For those undergraduate and credential students who are receiving financial aid based on enrollment of less than full-time, their unit expectation is prorated based on their part-time enrollment as follows:

Undergraduate, 2nd BA, and Teacher Credential Enrollment Requirements
Less than half-time.....1-5 units
Half-time.....6-8 units
Three-quarter time.....9-11 units
Full-time.....12 or more units

The unit expectation for graduate students is as follows:

Graduate Enrollment Requirements
Less than half-time.....1-3 units
Half-time.....4-5 units
Three-quarter time.....6-7 units
Full-time.....8 or more units

NOTE: Students must be enrolled at least half-time for eligibility in most federal and state student financial aid programs.

Satisfactory Academic Progress (SAP)
In accordance with regulations that govern federal and state financial aid programs, California State University, Bakersfield (CSUB) is required to establish, publish, and consistently apply reasonable standards for measuring a student's academic progress. Satisfactory Academic Progress (SAP) must include both a qualitative component (e.g. GPA) and a quantitative component (e.g. percent of units completed). Both components must be cumulative in nature, and must be evaluated by the University at least once per year to certify the student's SAP.

Student eligibility for all federal, state, and institutional financial aid programs is affected by this policy. It is the responsibility of every CSUB financial aid recipient to read, understand, and comply with these standards of eligibility. Students may view the Satisfactory Academic Progress (SAP) guidelines in full detail on our website at http://www.csub.edu/finaid/content/receiving_aid/sap_standards.shtml.

STUDENT RIGHTS / TERMS and CONDITIONS

Financial aid recipients are advised of their rights and responsibilities with respect to their financial aid and scholarship records. In consideration of limited catalog space, students are encouraged to refer to the OFA&S website at http://www.csub.edu/finaid/content/right_to_know/terms_conditions.shtml for more detailed information.

Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act affords students certain rights with respect to their educational records including: 1) the right to inspect and review their educational records within 45 days of the day the University receives a request for access; 2) the right to request the amendment of their educational records that they believe are inaccurate; and 3) the right to consent to disclosures of personally identifiable information contained in their educational records, except to the extent that FERPA authorizes disclosure without consent. Students may provide their written consent to release confidential information to their parents, spouse, or other individual by completing the Student Consent Form at http://www.csub.edu/finaid/content/forms/general.shtml.

WITHDRAWAL

Financial aid recipients who completely withdraw from CSUB will be subject to a pro-rata calculation of "earned" Title IV aid based on the withdrawal date and the requisite return of federal Title IV funds to the appropriate accounts. Responsibility for repayment of these funds will be shared by CSUB and you, according to policies and procedures contained within the federal formula for pro-rata refunds of unearned Title IV aid. The portion of unearned Title IV funds that must be repaid by you and CSUB is calculated by the Financial Aid and Scholarship Office. The percentage of earned Title IV funds, excluding Federal Work-Study, is based on the number of calendar days you completed before withdrawing, divided by the number of calendar days in the quarter. Breaks in enrollment of five consecutive calendar days or more are excluded from the number of calendar days in the quarter. No repayment of Title IV funds will be required for withdrawals occurring after the 60% point of the quarter. Withdrawal BEFORE the first day of classes of a quarter, but AFTER you have received payment for that quarter requires 100 percent repayment of all funds paid to the student, including student loans of any kind. If you are required to repay a portion of your aid due to having withdrawn, you will need to discuss options for repayment with the CSUB Student Financial Services Office.

Important Note: Financial Aid Withdrawal Calculations by the CSUB Office of Financial Aid & Scholarships are separate from the Fee Calculations by the CSUB Student Financial Services Office (Bursar). A student who withdraws may not owe a balance to the university, but may still owe all or part of their student loans to their lender.

For more information on withdrawal calculations and process please refer to the information posted on the CSUB Financial Aid website at http://www.csub.edu/finaid/content/receiving_aid/withdrawal.shtml.

ACADEMIC AFFAIRS

The University's Provost and Vice President for Academic Affairs is responsible for all academic programs. The degree programs are administered by School Deans and housed in four Schools: the School of Arts and Humanities (DDH B100, 661-654-2221), the School of Business and Public Administration (BDC 124A, 661-654-2157), the School of Natural Sciences, Mathematics and Engineering (SCI 104, 661-654-3450), and the School of Social Sciences and Education (EDUC 124, 661-654-2210). The Associate Vice President for Academic Programs provides overall coordination for the graduate and undergraduate programs (EDUC 242, 661-654-3420). The Dean of the Extended University (BDC C, 661-654-2441), in cooperation with the Deans of the four Schools, administers off-campus degree programs, certificate programs offered through the Extended University, Open University, and special sessions. Individuals with questions about specific degree programs or academic policies should contact the above offices.

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

UNDERGRADUATE ACADEMIC PROGRAMS

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

When both degree programs are offered within the same field, 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. 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.

Bachelor of Arts Degree

One of the two types of undergraduate degrees offered at the university is a Bachelor of Arts degree. The requirements are as follows:

General Education:	72 or more quarter units
Minimum Major, including Senior Seminar:	36 or more quarter units
Electives:	Up to 52 quarter units
One of the following three alternatives:	20 or more quarter units

a. A minor of 20 quarter units designed by another discipline, at least 10 of which must be upper division, and taken outside the major department.
b. A concentration or minor in one of the specially developed areas in the section on Interdisciplinary Programs.
c. A special minor consisting of 20 or more units, 15 of which must be upper division, taken outside the major discipline. Proposals for the Special Minor must be submitted and approved by the faculty advisor, the department chair for the student's major, and the AVP for Academic Programs no later than the Census Date of the quarter in which the student becomes a senior (135 or more units). Any changes to the Special Minor require the approval of the student's faculty advisor, the department chair of the student's major, and the AVP for Academic Programs.

Total units required for graduation: 180 quarter units

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.

Bachelor of Science Degree

The second type of undergraduate degree offered at the university is the Bachelor of Science degree. The requirements are as follows:

General Education:	72 or more quarter units
Minimum major, including Senior Seminar:	55 or more quarter units
Electives:	Up to 53 quarter units

Total units required for graduation: 180 quarter units

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.

Senior Seminar
As part of the requirements for a Bachelor of Arts and Bachelor of Science degree, the student completes a senior seminar course (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 senior seminars are found under the program requirements.

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 the second field and then seek the master's degree in that field. 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/she seeks the second degree.
3. To earn a second baccalaureate degree:
   a. the student must meet the Graduate Writing Assessment Requirement (GWAR) if it has not already been satisfied at another institution;
   b. the student must meet all the requirements for the second baccalaureate degree, including the major and the minor, if applicable;
   c. units completed for the first baccalaureate degree may be counted, but the student must complete a minimum of 36 units of additional course work in residency.

Undergraduate Pre-Professional Programs
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 pharmacy. Help with decisions concerning professional study is available through the individual schools.

Pre-Engineering
CSUB offers three engineering programs and several emphases. Turn to the section on Engineering in the School of Natural Sciences, Mathematics, and Engineering for information about these programs. In addition, pre-engineering courses are also offered that allow students to transfer to Schools of Engineering at some other universities to pursue engineering degrees not yet available at CSUB.

Pre-Law
Law schools are more concerned about the general quality of an applicant's undergraduate education rather than about his/her having taken specific courses. They are looking for students who have maintained a high GPA and developed good writing, speaking/listening, critical thinking/logical reasoning, and problem solving skills.

The University offers pre-law concentrations within each of the Philosophy, Economics, and Political Science baccalaureate degree programs. These concentrations provide the appropriate broad preparation desired by law schools. Students should read the relevant section of this catalog for each discipline for information on the specific pre-law concentration requirements.

Pre-Medical
The University offers course work to meet the requirements of medical and other professional schools in the health sciences, including dentistry, physical therapy, clinical laboratory sciences, optometry, physician's assistant, veterinary medicine, and pharmacy. Although these professional schools do not always require a bachelor's degree, they generally encourage basic preparation and a broad general education. Most students obtain a baccalaureate degree in the natural sciences, e.g., Biology or Chemistry, but other majors are also accepted, provided that the student has completed the required courses for the professional school. Typically, mathematics (one year), physics (one year), chemistry (two years), and biology (one or two years) are required. Courses recommended for CSUB students to satisfy these requirements may include:

- BIOL 201, 202, 203, 304, 305;
- CHEM 211, 212, 213, 331, 332, 333, 340;
- MATH 191 and 192 or 201 and 202 or 211 and 212;
- PHYS 221, 222 and 223 or 201, 202 and 203

Since the admissions requirements vary among the diverse medical programs and institutions, interested students should acquire a list of specific requirements from professional schools of their choice. Sources of information include the Career Development Center, the Walter Stiern Library, and the internet. Students are urged to consult with appropriate faculty advisors as soon as possible to plan course selections. These advisors and further information can be found at the Department of Biology (SCI I Room 227, 661-654-3089), Department of Chemistry (SCI II Room 273, 661-654-3027), or the Office of the Dean for Natural Sciences, Mathematics and Engineering (SCI I Room 104, 661-654-3450).

STUDENT CLASSIFICATIONS

Admission Status of Students:

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

Classified	Admitted by a specific credential or certificate program for the purpose of enrolling in a post-baccalaureate credential or certificate program, subject to prerequisites.
Unclassified	Admitted by the university since the student holds an acceptable baccalaureate degree or has completed equivalent academic preparation, or admitted by "Special Action". Admission as a post-baccalaureate unclassified student does NOT constitute admission to any specific graduate program or post-baccalaureate credential or certificate program.

Graduate

Classified	Admitted by a specific graduate program for the purpose of enrolling in an authorized graduate degree curriculum by meeting all requirements for admission. Classified graduate students may enroll in all graduate courses.
Conditional	Admitted by a specific graduate program for the purpose of enrolling in an authorized graduate degree curriculum, but the student must remedy identified deficiencies, such as prerequisite preparation, within a specified time period. Normally, "Conditional" graduate students are not allowed to enroll in 600-level courses.

Registration Status of Students:

Continuing	Student is enrolled in regular programs in the previous quarter, or a student is 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.

Class Level of Students:

Freshman	44-1/2 or fewer quarter units
Sophomore	45 to 89-1/2 quarter units
Junior	90 to 134-1/2 quarter units
Senior	135 or more quarter units
Post-Baccalaureate	Possesses acceptable baccalaureate or advanced degree; may be admitted to a credential or certificate program, but is not admitted to a graduate degree curriculum.
Graduate	Formally admitted to a graduate degree curriculum.

Full-Time and Part-Time Student Classification:

Full-Time:

1. For fee purposes, students registering for more than 6 quarter units of credit.
2. For all other purposes, undergraduate students registering for 12 quarter units or more of credit or graduate students registering for 8 quarter units or more of credit.

Part-Time:

1. Undergraduate students registering for less than 12 quarter units of credit or graduate students registering for less than 8 quarter units of credit, except as noted above.

UNIVERSITY-WIDE COURSE REQUIREMENTS FOR DEGREE

University Learning Outcomes

CSUB's student learning outcomes are accomplished jointly through the General Education program, major and minor programs, and other graduation requirements. The goals include the following:

Goal I

Students will show critical reasoning and problem solving skills.

Objective 1A:	The student will demonstrate the ability to read critically.
Objective 1B:	The student will demonstrate the ability to write critically.
Objective 1C:	The student will demonstrate the ability to speak critically.
Objective 1D:	The student will demonstrate the ability to think critically.
Objective 1E:	The student will demonstrate the capacity for life-long learning.
Objective 1F:	The student will engage in critical problem solving.

Goal II

Students will be able to communicate orally and in writing.

Objective 2A:	The student will present information in a professional manner using well-developed writing skills.

Objective 2B: The student will present information in a professional manner using well-developed oral presentation skills.
Objective 2C: The student will demonstrate competence in information management.
Objective 2D: The student will demonstrate computer literacy.

Goal III
Students will demonstrate discipline-based knowledge and career-based-learning.
Objective 3A: The student will demonstrate broad knowledge in their selected discipline.
Objective 3B: The student will successfully apply discipline-based knowledge to the real world.
Objective 3C: The student will successfully engage in career preparation and planning.

Goal IV
Students will possess numerical literacy.
Objective 4A: The student will correctly utilize mathematical calculations and estimation skills.
Objective 4B: The student will demonstrate quantitative reasoning skills.
Objective 4C: The student will successfully apply quantitative reasoning skills to the real world.

Goal V
Students will become engaged citizens.
Objective 5A: The student will engage in university and community activities (including civic action).
Objective 5B: The student will demonstrate superior interpersonal skills.
Objective 5C: The student will develop and demonstrate a thorough knowledge of self.
Objective 5D: The student will demonstrate responsibility in group settings (including teamwork, leadership, managing skills, etc.)
Objective 5E: The student will demonstrate the ability to work independently.

Goal VI
Students will develop a well-rounded skill set.
Objective 6A: The student will possess and demonstrate an ethical framework.
Objective 6B: The student will demonstrate an understanding of cultural and ethnic diversity.
Objective 6C: The student will successfully apply research methods/analysis and technology for problem solving.
Objective 6D: The student will demonstrate interdisciplinary knowledge.

University-Wide Course Requirements for a Baccalaureate Degree

1. **CSUB 101:** Only required for first-time freshman students and for students transferring in with less than 20 quarter units.
2. **American Institutions:** U. S. History; American Government-US Constitution and California government/ politics.
3. **Foreign Language Proficiency:** Satisfied with (a) 2 years high school course work in same language with grades of C, or (b) passing score on proficiency exam passed.
4. **Gender, Race, and Ethnicity (GRE)**
5. **Graduation Writing Assessment Requirement (GWAR):** Satisfied by passing (a) GWAR exam, or (b) approved GWAR course.
6. **General Education–Lower-division components**. **General Education–Upper-division components**.

1. **CSUB 101**
This is the first component in the First-Year Experience program. CSUB 101 is a seminar (one version for first-time freshman students and a second version (301) for new transfer and re-entry students) with the following course goals:

a. To acquire knowledge about CSUB and to use that knowledge for academic success;
b. To improve technical skills for academic success; and
c. To increase connections and engagement of students "in transition" with CSUB, i.e., other students, faculty, staff, and administrators.

2. **American Institutions Requirement**
The California Education Code requires that each student qualifying for graduation with a baccalaureate degree shall demonstrate competence in the areas of United States history and federal, 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 304E, 661-654-3079) and Political Science Departments (BDC A248, 661-654-2141). The course in United States government must focus on both the federal government, including the United States Constitution, and the state and local government of California. Some courses may also count toward the discipline-based requirements. Students who have completed their U.S. government course at an institution outside of California will not have satisfied the state and local government requirement and will be required to take an additional course or to pass the applicable examination. The list of approved CSUB courses is published in the online Course Schedules.

3. **Foreign Language Proficiency**
Students must demonstrate competency in a foreign language. They can do so in one of the following ways:

a. Meeting the CSU admissions requirement for first time freshman students by completing two years of high school coursework in the same language with a "C" or better (for international students, this is demonstrated by a high school diploma or equivalent in an non-English language);

b. Passing a CSUB administered foreign language challenge exam at the 101 or higher level.
c. Passing a CSUB Foreign Language course at the 101 or higher level, or equivalent.

4. **Gender, Race and Ethnicity Requirement (GRE)**
As part of its effort to assist its graduates to become well educated and enlightened citizens, to be sensitive and tolerant of diverse beliefs and practices in our contemporary society, and to engage effectively with diverse peoples and cultures, the university requires all students to complete a course focusing on gender, race, and ethnicity prior to graduation. Courses approved for this equity requirement (Gender, Race, and Ethnicity) cannot satisfy either Area or Theme requirements for General Education. Some courses may also count toward the discipline-based requirements. The list of approved CSUB courses is published in the online Course Schedules. CSUB accepts equivalent articulated courses offered at other institutions of higher education. Students with questions about this requirement should discuss them with their advisor.

5. **Graduation Writing Assessment Requirement (GWAR)**
In May 1976, the CSU Board of Trustees established a system-wide policy that all degree candidates (bachelor's and master's) must demonstrate writing competence as part of their graduation requirement. Undergraduate students must be upper-division (90 or more quarter units) before they demonstrate competence. Some courses may also count toward the discipline-based requirements.

Both undergraduate and graduate students have two options for meeting this requirement: (1) achieve a score of 8 or higher on a university-wide proficiency examination or (2) receive a grade of "credit" or of "C" or better in an approved course. The list of approved CSUB courses is published in the online Course Schedules.

For students transferring to CSUB from another CSU or from a UC, the Evaluations Office can determine if the upper-division writing requirement has been satisfied. For students transferring to CSUB from a college or university other than a CSU or a UC, the Evaluations Office may grant a waiver of the GWAR based on a previously completed appropriate course. Students who disagree with the decision of the Evaluations Office may bring a transcript, course description, and proof of upper-division standing to the Composition Office in FT 102D showing an earned a grade of C or higher in an upper-division writing course equivalent to one of the CSUB GWAR courses (NOT just a writing-intensive course, but a course that focuses on writing instruction and the development of writing skills).

The university-wide proficiency examination, open to all students who have earned at least 90 quarter units of undergraduate college credit and have completed ENGL 110 (the Basic Subjects requirement in English) or its equivalent with a grade of "C" (2.0) or higher, is given at least three times a year. Information concerning dates and registration for the examination can be obtained from the Testing Center (661-654-3373). Students will be required to provide evidence (printout of transcript or degree evaluation) to verify upper-division standing and completion of ENGL 110 (or the equivalent) with a grade of "C" or higher prior to registering for the examination. Eligible students may attempt the examination more than once.

In compliance with Section 504 of the Rehabilitation Act of 1973, individual arrangements and accommodations for testing and course work will be made for disabled students to meet the GWAR. These arrangements will be made in such a manner as to ensure the English competence of disabled students be tested and not the limitations imposed by their disabilities. Examination results will be mailed to each registrant who completes the examination. Results will be sent to the addresses registrants provide on the day of the examination.

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 Testing Center, the Campus Composition Office (FT 102B, 661-654-3083), the Department of English (FT 202A, 661-654-2144), the Academic Programs Office (EDUC 242, 661-654-3420), and all School Deans' offices.

6. **General Education**
The general education program at CSUB is established in keeping with the University Learning Outcomes as well as the broad mission and vision of the university in order to:
a. develop and reinforce basic skills in writing, speaking, and listening in the English language, in critical thinking and logical reasoning, and in quantitative reasoning;
b. provide students with a breadth of exposure to mathematics, life and physical sciences, arts and humanities, and social and behavioral sciences;
c. provide students with an in-depth exposure to themes of importance in the modern world-natural science and technology, arts and humanities, and social and behavioral sciences;
d. assist students in the process of becoming well informed and responsible citizens;
e. increase students' understanding of human diversity and their tolerance for differences of perceptions, ideas and values;
f. give students an international and multicultural perspective on issues and problems confronting human society and the natural world; and
g. facilitate the process of ethical development and responsibility at the personal, interpersonal, and societal levels.

Curriculum of General Education
Students must accumulate a minimum of 72 quarter units to complete CSUB's General Education Program.

The program consists of two parts. The first part is comprised of introductory, lower-division courses that expose students to the breadth of the core disciplines. These courses are grouped into four broad subject areas (Areas A-D). Some courses may also count toward the discipline-based requirements. Typically, 60 quarter units earned in Areas A-D courses are required to satisfy this part of CSUB's General Education Program. However, CSUB accepts certification of the CSU general education requirements by California community colleges and completion through the Intersegmental General Education Transfer Curriculum (IGETC). The overall unit requirements may also be reduced through the passage of externally developed standardized examinations and through the passage of CSUB waiver or challenge examinations.

The second part consists of a minimum of 12 quarter units in upper-division (300 and 400 level) courses grouped in three thematic areas (Themes 1-3). This requirement must be completed in residence at CSUB and after the student achieves upper-division status, i.e., completes 90 quarter units. These courses are designed to give students a more in-depth exposure to topics not fully covered in introductory, lower-division courses. Some courses may also count toward the discipline-based requirements. Instructors in all courses will incorporate materials related to the dimensions of human diversity, whenever appropriate and to the extent possible.

Part 1: Lower Division Component
Areas A-D Requirements
These lower-division courses are designed to be introductory in nature and will expose students to the richness and breadth of disciplines. They are grouped in the following four areas:
A. Communication in the English Language
B. Mathematics, Life and Physical Sciences
C. Arts and Humanities
D. Social and Behavioral Sciences

Area A: Communication in the English Language (13 to 17 quarter units):
A1. One course in speaking (with emphasis on public speaking) and listening (must be completed with a grade of "C" (2.0) or higher)
A2. One course in writing and reading (must be completed with a grade of "C" (2.0) or higher)
A3. One course in writing-intensive critical thinking and logical reasoning (must be completed with a grade of "C" (2.0) or higher)

Area B: Mathematics, Life and Physical Sciences (13 to 17 quarter units):
B1. One lecture course in physical sciences
B2. One lecture course in the life sciences
B3. One related science laboratory in physical sciences or life sciences
B4. One course in mathematics (must be completed with a grade of "C" (2.0) or higher

Area C: Arts and Humanities (13 to 17 quarter units):
One course from Area C1, Art or Performing Arts, and one course from two of the following sub-areas:
C2. Foreign Languages
C3. History
C4. Literature
C5. Philosophy/Religious Studies

Area D: Social and Behavioral Sciences (13 to 17 quarter units):
One course from three of the following subareas:
D1. Anthropology
D2. Economics
D3. Political Science
D4. Psychology
D5. Sociology

Part 2: Upper Division Component
Students must complete in-residence at CSUB a minimum of 12 quarter units from coursework approved for upper-division general education credit. Students can enroll in this coursework only after they have achieved upper-division status, i.e., completed 90 quarter units, and have completed the lower-division requirements in Area A, Communication in the English Language, and B4, Quantitative Reasoning. In addition, students must have completed the respective Areas related to each Theme: Area B for Theme 1, Area C for Theme 2, and Area D for Theme 3.

Thematic Course Requirements
The upper-division component of the General Education Program normally consists of three courses, one from each of the following themes:
1. Natural Sciences and Technology
2. Arts and Humanities
3. Social and Behavioral Sciences

Thematic courses may have specific lower-division prerequisites that must be completed prior to enrollment in the thematic course. One of the three thematic courses may be taken as an optional credit, no-credit. All thematic courses have a significant writing assignment in addition to classroom examinations. Students may satisfy two of these thematic requirements by taking a specially designed interdisciplinary course (minimum of eight quarter units) taught by faculty representing two of the thematic areas. Thematic courses shall NOT be used to satisfy lower-division Area requirements or the Gender, Race, Ethnicity (GRE) Requirement.

Theme 1: Natural Sciences and Technology
Courses offered under this theme will provide students with an analysis and understanding of contemporary issues involving technology and physical and biological sciences. Within this context, courses will focus on issues regarding the impact of human activities on natural resources and the resulting global implications.

Theme 2: Arts and Humanities
Courses offered under this theme will enable students to gain knowledge of communications, linguistics, literature, history, philosophy, religion, and/or artistic expression of ideas. Students are expected to learn how different methods of inquiry can be used to convey perspectives on the human condition. Through the study of language, culture, and the arts in different times and places, students should gain a greater understanding of diverse cultures and their development over time. In a substantial research assignment, students will demonstrate their ability to critically analyze and interpret evidence and incorporate scholarly resources.

Theme 3: Social and Behavioral Sciences
Courses offered under this theme will focus on human, social, economic, and political behavior and institutions and their historical backgrounds. These courses will enable students to gain knowledge of contemporary social and behavioral issues as well as individual initiatives and public policies which address those issues.

Demonstrating Competency in the "Basic Skills" (Areas A and B4)
Because the four basic skills requirements (speaking, writing and reading, critical/logical thinking, 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 and in a timely fashion. Acquiring the skills may be accomplished by satisfactorily completing a course or courses in the particular areas or by passing challenge examinations or by passing waiver exams available for each area.

The university requires students to demonstrate basic skills competency within a specified number of units.

1. Students who begin their CSUB studies with less than 30 quarter units are required to:
   a. Complete Area A2 within the first 45 quarter units at CSUB;
   b. Complete Areas A1 and A3 within the first 60 quarter units at CSUB;
   c. Complete Area B4 within the first 75 quarter units at CSUB.
2. Students transferring with 30 or more quarter units are required to:
   a. Complete Areas A1, A2, and A3 within the first 45 quarter units at CSUB;
   b. Complete Area B4 within the first 60 quarter units at CSUB.

POLICIES FOR GENERAL EDUCATION

1. Students must complete the four areas and three themes and accumulate as many additional units as are needed to reach a total of 72 units.
2. Students must complete three approved upper division theme courses in-residence 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 until the student has achieved upper division status, i.e., 90 quarter units. These courses can NOT be double-counted toward lower-division area requirements or the Gender, Race, Ethnicity (GRE) requirement.
3. Lower-division general education and upper-division theme courses may be double-counted for the major, minor, cognate, foundation, or American Institutions requirements.
4. Waiver Exams: The requirements for subareas A1, A2, A3, and B4 may be satisfied by a test designed specifically for that requirement. The exams for subarea A1 are scheduled once each quarter by the Academic Programs Office (EDUC 242). Exams for subareas A2, A3, and B4 are available through the Testing Office. Exams cost $10.00 each.
5. Students earning degrees in Biology, Chemistry, Computer Science, Geology, Mathematics, Nursing, and Physics have the Theme 1 requirement substituted by fulfillment of their senior seminar.
6. The US Constitution/CA State and Local Government course fulfills the requirement for subarea D3, Political Science.
7. Students with a verified learning disability who are registered with the Office of Services for Students with Disabilities (SSD) may be eligible to petition for a course substitution for a General Education requirement. The AVP for Academic Programs reviews all such petitions. Information regarding course substitutions can be obtained from the Office of Services for Students with Disabilities.

Certification of General Education
The university accepts full certification of lower-division General Education (57 quarter units) or partial certification by Area (A, B, C, or D) from California Community Colleges, other CSU campuses, and other institutions of higher education that have negotiated agreements with the CSU. 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. It is the

student's responsibility to request the community college, other CSU, or other institutions of higher education to send the certification to the Evaluations Office at CSUB.

Intersegmental General Education Transfer Curriculum (IGETC)
CSUB participates fully in the IGETC system. Students who have completed an IGETC program at a California community college or other participating institutions should ask the last institution attended to submit an IGETC completion form to the Evaluations Office at CSUB.

PETITIONS FOR WAIVER OR SUBSTITUTION REGARDING GENERAL EDUCATION

Transfer Students
In unusual circumstances, transfer students may petition for a waiver from a specific General Education requirement by providing appropriate justification and demonstration of means by which the student has acquired the knowledge for that requirement. Petitions must be submitted to the Dean's Office of the School which is responsible for the specific requirement.

Students with Disabilities
Students with documented learning disabilities may petition for substitution of course(s) for specific General Education requirements. Students must be registered with Services for Students with Disabilities (SA 140, 661-654-3360) and undergo a review by a certified staff member for recommendation of any substitution. All recommendations are reviewed and approved by the AVP for Academic Programs (EDUC 242, 661-654-3420).

Upper-Division Students Who Have Broken "Continuous Enrollment"
Upper-division students who have broken "continuous enrollment" (see Applicable University Requirements page 52) may discover that the General Education requirements have changed upon their re-admission to CSUB. If these changes cause serious hardship for the student in terms of additional courses needed to complete the new requirements, these students have an opportunity to petition to the Academic Petitions Committee (APC) for a return to the catalog in effect at the time the student stopped attending CSUB. Students desiring to submit such a petition to the APC can get information regarding the specific content and format of the petition at the AVP for Academic Programs (EDUC 242, 661-654-3420).

GENERAL GRADUATION REQUIREMENTS

Unit Requirements
A minimum of 180 quarter units is required. In the case of a BA degree, a minimum of 60 upper-dvision units is required.

Residency Requirements
Students must complete a minimum of 45 quarter units in resident study at CSUB. At least 36 of these 45 units shall be earned in upper-division courses, and at least 18 of those upper-division units shall be earned in the major.

Academic Scholarship Requirements
Each student must complete, with a grade point average (GPA) of 2.0 (C) or better:
1. all acceptable university units attempted, including all transfer units,
2. all units counted toward satisfaction of the major requirements;
3. all units counted toward satisfaction of the minor requirements, if applicable; and
4. all units attempted at CSUB. Only courses in which a letter grade (A, B, C, D, F, including pluses and minuses) is assigned are used in computing the GPA. Students cannot graduate with grades of "I," "RP," or "RD" on their record.

Currency of Courses Requirements
CSUB students pursuing a baccalaureate degree must satisfy major and minor requirements, including all required cognates and prerequisite courses, within 10 years of the date of the award of the baccalaureate 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 faculty in the department or program offering the major and minor. Students should consult their academic advisor about how to demonstrate currency for course work that is completed 10 or more years prior to the anticipated award of the baccalaureate degree. The academic Dean responsible for the major or minor program must approve all exceptions to this currency of courses requirement.

Applicable Catalog for Graduation Requirements
To maintain rights to a set of catalog graduation requirements, a student must remain in continuous enrollment. "Continuous enrollment" means that the student cannot miss three consecutive quarters or two consecutive semesters. Summer sessions do not count toward continuous enrollment. Absence due to an approved educational leave shall not be considered an interruption in continuous enrollment, provided the absence does not exceed two years.

The university allows students two options in selecting the catalog for their major and minor requirements. Students may choose either of the following catalogs:
1. the catalog in effect when the student began continuous enrollment at the university or college level;
2. the catalog in effect at the time the student graduates from CSUB.

Similarly, the university allows students three options in selecting the catalog for their university-wide requirements. Students may choose the following catalog in effect during:

1. the term in which graduation requirements are completed;
2. the term the student started course work at CSUB, assuming the student has been in continuous enrollment since then;
3. the term the student began college-level coursework applicable to the baccalaureate degree, provided the student has been in continuous enrollment in regular sessions in any California public university (California State University or University of California) or California community college.

Credit for Physical Education and General Studies courses
Students may apply to graduation a maximum of 8 total units of credit earned in PEAK activity courses, General Studies courses, or any approved equivalent courses.

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 **University-Wide Course Requirements for a Baccalaureate Degree** section. Item number five gives details regarding the Graduation Requirement in Writing Proficiency (GWAR) requirement.

MAJORS AND MINORS

Discipline-Based Majors
Each of the academic disciplines at CSUB has a prescribed set of requirements involving a correlated set of courses that lead to the baccalaureate degree, either the Bachelor of Arts or Bachelor of Science. The faculty has primary responsibility in developing and updating its major requirements and the supporting curriculum. Students declaring a discipline-based major will develop a program of study in collaboration with a faculty advisor to meet the prescribed requirements

Declaration of a Major and a Minor, if applicable
Students must declare a major by the time they complete 60 quarter units of coursework listed on their transcript. For those majors that require a minor, the minor must be declared before students attain junior standing, i.e., have 90 quarter units of coursework listed on their transcript. Students must declare the catalog under which they intend to graduate when they file for graduation.

If a student decides to change his/her major, it is the student's responsibility to submit a formal "Change of Major" form to Admissions and Records (SA 103, 661-654-2147).

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 must request approval for a diploma recognizing a double major. The AVP for Academic Programs reviews these requests.

Any student completing work for two majors, one of which generates a Bachelor of Arts degree and the other a Bachelor of Science degree, must request approval for a diploma recognizing a double major. The AVP for Academic Programs reviews these requests.

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

Special Major
The University also offers a baccalaureate degree with a Special Major. This permits a student to propose a program of correlated studies. This alternative is for the student who wants to pursue a field of study not covered by one of the university's academic departments or who transfers with a large number of upper-division units in a degree program not offered at CSUB. Students seeking information on the Special Major should contact the AVP for Academic Programs (EDUC 242, 661-654-3420).

A student wanting to develop a Special Major must request a faculty member to serve as the academic advisor. The faculty advisor, upon agreeing to serve, may require that a second or third advisor be secured for the other fields to be included in the Special Major.

The student and advisor(s) develop an agreed upon Program of Study. The Program of Study must contain a minimum of 55 quarter units, 35 of which must be upper division. The student is also required to complete the senior seminar course. This can be accomplished by completing a "special" senior seminar specifically developed for the Special Major. The form to be completed for the Special Major is available in the Office of the AVP for Academic Programs (EDUC 242, 661-654-3420).

The proposed Program of Study is then reviewed for approval by the Dean or Deans of the School(s) involved. If approved, the AVP for Academic Programs then reviews the proposed Program of Study and makes a final determination. The approved Program of Study becomes a permanent part of the student's academic record.

Minors
The university offers a wide array of minors. There are three different types of minors - a traditional minor from a single discipline, a special minor, and an interdisciplinary minor. Regardless of type, most minors require a minimum of 20 units with at least two upper-division courses.

Students, whether pursuing either a Bachelor of Arts or Bachelor of Science degree, are able to complete one or more minors and have them displayed on their diploma and transcript. Students should contact the academic department or faculty coordinator responsible for the minor. The department or faculty coordinator must approve the minor and, at the time of graduation, certify completion of the minor to the Evaluation Office.

The 20 units (normally four 5-unit courses) used in a minor cannot be drawn from those used to satisfy the major requirements. However, in the case of majors requiring extensive lower division cognates (e.g., Business Administration), students may count one of the cognate courses as one of the four required in the minor.

Special Minor
The special minor consists of 20 or more units separate from the declared major, at least 15 units of which must be in upper-division courses. The student may request that two lower-division courses that are "related" in subject matter content be used to meet one of the upper-division course requirements, but that pair can only count as a maximum of 5 units towards the minor. Proposals for the Special Minor must be submitted and approved by the faculty advisor, department chair for the student's major, and the AVP for Academic Programs no later than the Census Date of the quarter in which the student becomes a senior (135 or more units). Any changes to the Special Minor require the approval of the student's faculty advisor, the department chair of the student's major, and the AVP for Academic Programs.

GENERAL INFORMATION REGARDING CLASSES

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 designed as junior level; may be opened to "advanced" lower division students under special circumstances with prior approval.

400 - 499 Upper-division courses designed as senior level not open to lower division students and may be used for post-baccalaureate or graduate credit with prior approval.

500 - 599 Graduate courses open to "advanced" seniors, credential candidates, and graduate students.

600 - 699 Graduate courses designed primarily for Classified graduate students.

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

800 - 899 Courses receiving Continuing Education Units (CEUs) designed for re-licensure requirements. Credit for these courses is not applicable to degrees.

900-999 Courses designed for professional groups seeking vocational improvement or career development. Credit for these courses is not applicable to degrees or credentials.

Quarter Unit
One quarter unit of credit normally represents one hour of in-class work **and** two to three hours of outside study per week. One semester unit of credit is equivalent to one and one-half quarter units. Conversely, one quarter unit of credit is equivalent to 2/3 of a semester unit.

Course Units
For courses taught in a lecture mode, there will be 50 minutes per week of instruction for each unit of credit, so a 5-unit lecture course will have 250 minutes of instruction per week. Courses with laboratories or other non-lecture components will either have that component integrated into the course structure or the lecture and other component might have separate course numbers. The time per week for non-lecture modes of instruction varies depending on the type of non-lecture component and on the course.

Credit Hour
As of July 1, 2011 federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

A credit hour is assumed to be a 50-minute period. In courses, in which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

Out-of-Class Preparation
Course instructors generally structure their courses so that the "average" student will need to devote two to three hours outside of class each week for each unit of course credit. In other words, students should expect to spend 10 to 15 hours outside of class each week for a 5 unit class in completing assigned readings, performing library or internet searches, doing homework assignments, writing papers or reports, studying for quizzes/exams, etc.

Class Schedule
The university provides an online searchable Schedule of Classes each quarter. The university also prepares a quarterly online Academic Information and Policies document with information about the registration schedule, registration procedures, fees, and other pertinent information about university resources available to the student.

Class Meetings
Classes meet at the time and place indicated in the online Schedule of Classes. Except in cases of emergency, all changes will be updated online and/or announced by the course instructor prior to subsequent class meetings. Information on any rescheduled class session may be secured from the office of the appropriate School Dean.

University Absence Policy
Responsibilities regarding student absences are as follows:
- The university's responsibility is to facilitate learning, and to provide an environment conducive to student learning.
- The student's responsibilities include attending classes to facilitate their learning and evaluating the impact of absences on their academic success. Students must recognize that class attendance and participation are critical to their learning and in many cases are essential to the educational goals of the course.
- The responsibility of the faculty is to establish specific attendance regulations and make-up policies that will maximize student learning, while avoiding penalties, where practical and possible, for university-related absences.
- The responsibility of advisors is to assist students in choosing classes that will maximize their opportunity for class attendance.
- There are occasions when students must miss classes due to university sponsored obligations such as intercollegiate athletic competitions or student research presentations. It is the responsibility of the sponsoring programs to provide, on the first day of classes, written documentation in the form of a memorandum to the affected instructors naming the students and identifying expected dates for student absences. Sponsoring programs are to be reasonable in their expectations, with an understanding that the students are at the university for academic reasons first and foremost. If unexpected scheduling changes occur, the sponsor will provide the student with a revised memorandum to be given to instructors as soon as possible.

When students must miss class, it is their responsibility to inform faculty members of the reason for the missed class (documentation may be required) and to arrange to make up any missed assignments, exams, quizzes, and class work, to the extent that this is possible. Excusable absences include, but are not limited to:
- Illness or injury to the student
- Death, injury, or serious illness of an immediate family member
- Religious observances (per the California Education Code section 89320)
- Military or other government obligation
- University sanctioned or approved activities, such as artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic competitions, student government conferences, required class field trips, etc. Extra-curricular activities associated with campus organizations/clubs that are not part of an academic program do not qualify for excused absences.

Faculty are expected to make reasonable accommodations for excused student absences, provided there is not an unreasonable number of such absences (as per course instructor)during the quarter, and provided that make-up work can be accomplished without substantial additional time or resources from the academic department or instructor. All parties must recognize that not all learning activities and exercises during class times can be made up, and therefore students may not be able to make up missed work.

This University Absence Policy will be disseminated to faculty, students, School Deans, advisors, the Athletic Director, the Faculty Athletic Representative, coaches, and through appropriate university documents.

Instructor Initiated Drop Policy
Students who do not attend the first day of class may be administratively dropped from the class. Students from the waiting list who attend the first day of class may be added. Students who are on the waiting list, but do not attend the first day of class, may be dropped from the waiting list. All students

enrolled in on-line courses with waiting lists must log in to the course and complete any assignments or other activities that are required by the instructor during the first week. Students who fail to complete first-week assignments within the deadline may be dropped. Students who are administratively dropped under this policy will be sent an e-mail informing them of the drop. Students should not presume they will be dropped by their instructor for non-attendance. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Student Opinionnaire on Courses and Instruction (SOCI)
Students enrolled in each class are asked to respond to anonymous questionnaires which report their assessment of the course content and the instruction in that class. The Student Opinionnaire on Courses and Instruction (SOCI) are used both by individual faculty members and the university administration in a continuing effort to ensure the instructional program at CSUB is as effective as possible. Faculty members use the student feedback to make systematic adjustments in their courses to better serve our students. Faculty committees and university administrators use the SOCI as one mechanism to assess faculty performance in teaching for Retention, Tenure, and Promotion (RTP) for probationary tenure-track faculty, for post-tenure review of tenured faculty, and for performance review of temporary faculty.

COURSE GRADING SYSTEM

Grade Symbol	Explanation	Grade Points/ Course 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	0.0
AU	Audit	No Effect
CR	Credit	No Effect
I	Incomplete	No Effect
IC	Incomplete-Charged	0.0
NC	No Credit	No Effect
RD	Report Delayed	No Effect
RP	Report in Progress	No Effect
W	Withdrawal	No Effect
WU	Unauthorized Withdrawal	0.0

Grade point averages (GPAs) are computed by dividing the total number of grade points earned by the total number of units attempted. Only units and grade points earned by a student while enrolled at CSUB are used to compute the CSUB GPA. Both the CSUB GPA and the overall GPA are used to determine academic standing.

Letter Grades
The assignment of letter grades for each course is the responsibility of the course instructor.

Change of Final Course Grade
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.

Non-Letter Grade Symbols:
AU (Audit)
Admitted students may file a request with the Office of Admissions and Records (SA103, 661-654-3036) to audit a course. An auditor does not receive baccalaureate credit for the audited course. Enrollment as an auditor is subject to permission of the instructor provided that enrollment in a course as an auditor shall be permitted only after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested no later than the last day to add classes in that term. A student who is enrolled for credit may not change to audit after the first week of instruction. 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 judgment of the instructor, the student has attended enough class meetings to receive a grade of "AU"; otherwise, a "W" is recorded.

CR/NC (Credit / No-Credit)
These symbols are used in courses where letter grades are not deemed appropriate. Credit/no-credit registration is also used for all students enrolled in courses numbered 0-99 that do not count toward the baccalaureate degree, and in some performance courses such as Music and Theatre where participation is the key component. Finally, most Independent Study and Directed Research courses are graded on a credit/no-credit basis, since accomplishment of a specified amount of work is the content of such courses. A "CR" or "NC" is not used in calculating grade point average or progress points.

A student desiring to enroll in a course on an optional credit/no-credit basis must obtain the appropriate form from the Records Office (SA 103, 661-654-3036). This form 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 optional credit/no-credit grading and letter grading up to the 15th instructional day (Census Day). A grade of "CR" will be awarded for work of "C" (2.0) or better; the grade "NC" will be awarded for the grade of "C-" (1.7) or below.

Courses taken on an optional credit/no-credit basis may not be counted toward major, minor, concentration, or cognate requirements for the baccalaureate degree. Ten units of optional credit/no-credit course work can be used in meeting the General Education requirements. Up to a maximum of 45 units of credit/no-credit course work (including optional credit/no-credit) completed at CSUB may be counted toward a baccalaureate.

I (Incomplete-Authorized)
The symbol "I" indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. A formal Petition for Incomplete Grade must be signed by the instructor and filed with the Records Office. An "I" is not used in calculating grade point average or progress points. A final grade is assigned when the work agreed upon has been completed and evaluated.

An "I" must normally be made up within one quarter immediately following the end of the term during which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. The student is not permitted to re-enroll in the course until the incomplete grade is removed and a final course grade is processed. Failure to complete the assigned work will result in an "I" being converted to an "IC" symbol, unless the faculty member assigns a specific letter grade at the time the Incomplete is assigned, which would replace the "I" in the student's record after the calendar year deadline.

IC (Incomplete Charged)
The "IC" symbol is used when a student who received an authorized incomplete ("I") fails to complete the required course work within the allowed time limit. The "IC" replaces the "I" and is counted as a failing grade (F) for grade point average and progress point computation.

RD (Report Delayed)
The RD grade is assigned by the Office of Academic Records only in instances where a faculty member has failed to submit grades in accordance with published deadlines. A grade of "RD" shall be replaced by a substantive grading symbol as soon as possible. The Registrar may change the grade to "CR" if no other grade is assigned in a timely manner. An "RD" is not used in calculating grade point average or progress points. Students shall not be re-enrolled in a course for which they have an outstanding "RD" grade. "RD" grades may affect students by, for example, obstructing financial aid and quarterly registration. Further, students cannot graduate with an outstanding "RD" grade on their record. The Office of Academic Records shall notify the instructor of record, the department chair, and the School Dean within one week of the assignment of "RD" grades.

RP (Report in Progress)
The "RP" symbol is used in connection with courses that extend beyond one academic term, normally Independent Study, Directed Research, and master's thesis or project. It indicates that work is in progress and that the progress has been judged satisfactory, but that the assignment of a final course grade must await completion of additional work. Students shall not be re-enrolled in a course for which they have an outstanding "RP" grade. Work must be completed within one year; theses or projects for master's degrees may be authorized for a maximum of two years as long as the delay does not exceed the overall time limit for completion of the master's degree requirements. Any extension of time limits must receive prior authorization by the appropriate School Dean and, for master's degree theses and projects, by the AVP for Academic Programs.

W (Withdrawal, authorized)
The "W" symbol indicates that the student was authorized to withdraw from the course after the third full week of class instruction with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points. 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 practical. Ordinarily, withdrawals during the last three weeks of the quarter involve Complete Withdrawal from the University.

WU (Unauthorized Withdrawal)
The "WU" symbol indicates that an enrolled student did not formally withdraw from the course and also failed to complete course requirements. It is used when, in the judgment 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, the "WU" symbol is equivalent to an "F."

CLASS REGISTRATION

Steps to Registration
Registration is the final step in the matriculation process. When students have been admitted to the university and have determined which courses they should take to meet specific requirements for their degree, they are ready for registration. In order to begin registration, admitted students must have:

- Spoken with an academic advisor
- Cleared all holds and obligations to the university
- Taken necessary tests or prerequisites
- Obtained proper registration appointment time disbursed by the registration office via e-mail

Details of registration procedures are available online before registration each quarter. No student should attend classes until his or her registration has been completed. Registration is complete only when all official documents are properly filed, and all outstanding fees and deposits are paid or arrangements for a payment plan are completed. Students may not receive credit in any course for which they have not completed registration.

Academic Advising
The assignment of a faculty advisor is normally made by the department chair. All freshman students with less than 45 quarter units are required to meet with an advisor prior to registering for courses each quarter. All students are required to meet with an advisor at least once per year. Faculty members are trained to provide accurate information and helpful advice regarding university-wide requirements, major and minor requirements, and career opportunities within the discipline.

Students who have not yet declared a major should meet regularly with a trained staff member from the Academic Advising & Resource Center (AARC). Students who are required to enroll in developmental courses for English and/or mathematics will be "tracked" and advised by the Coordinator for the Roadrunner Academic Achievement Program (RAAP). The RAAP Coordinator is a staff member of the Academic Advising & Resource Center (AARC).

Students who have been placed on "academic probation" status will be required to meet with the AARC Director until the student achieves "good academic standing". In addition, any student granted "re-instatement" following "academic dismissal" will be required to meet with the AARC Director.

The staff at the AARC is available for academic advising to all students, not just students who have not yet declared a major. Regardless of class level or major, all students are encouraged to meet with their advisors every quarter. Advising is particularly important prior to registration, not only for selecting courses for the coming quarter but also to verify whether the student is on track regarding his/her program of study toward the baccalaureate degree. Regular meetings with the faculty advisor also provide the student with the opportunity to ask questions about the scheduling of needed courses, availability of specific instructors, internships, career plans, employment opportunities, etc. These meetings also provide the faculty advisor with the opportunity to become better acquainted with the student and his/her academic performance, progress toward degree, and career interests, so that the advisor may be able to provide more detailed and helpful letters of recommendation when requested. The AARC professional staff can answer questions about many of the university's programs.

The AARC advising system is designed to ensure all students obtain the information they need to meet their educational objectives. If a student finds that the system is not working, however, he/she can receive emergency assistance from the Division of Enrollment Management (SA 104, 661654-2160).

Orientation, Advising, and Registration (OAR) Program
The university schedules one-day Orientation, Advising, and Registration (OAR) programs in April, May, July, August and just before the beginning of each academic quarter to provide new first-year students (first-time freshman, transfer, and re-entry students) an opportunity to: (1) learn about basic requirements for the baccalaureate degree and about various academic support services available at CSUB; (2) be advised by either faculty or staff in the selection of courses for the student's first academic term; and (3) register for those courses in order to become a CSUB student.

Remediation: English and Mathematics Placement Tests

English Placement Test (EPT)
The English Placement Test (EPT) is designed to assess the level of reading and writing skills of students entering the California State University. The CSU EPT must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 147 or above on the EPT will be placed in college-level composition classes.

Exemptions from the EPT are granted only to those who present proof of one of the following:

- A score of 500 or above on the critical reading section of the College Board SAT Reasoning Test;
- A score of 22 or above on the American College Testing (ACT) English Test;
- A score of 3 or above on either the Language and Composition or Composition and Literature examination of the College Board Scholastic Advanced Placement Program;
- Completion and transfer to CSU of the credits for a college course that satisfies the CSU General Education requirement in English Composition, provided such a course was completed with a grade of C or better;

- A score of "Exempt" or "Ready for college-level English courses" on the CSU Early Assessment Program (EAP) taken along with the English Language Arts California Standard Test in grade 11.

Entry Level Mathematics (ELM) Examination

The Entry Level Mathematics (ELM) Examination is designed to assess and measure the level of mathematics skills acquired through three years of rigorous college preparatory mathematics coursework (Algebra I and II, and Geometry) of students entering the California State University (CSU).The CSU ELM must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 50 or above on the ELM will be placed in college-level mathematics classes.

Exemptions from the ELM are granted only to those who present proof of one of the following:

- A score of 550 or above on the mathematics section of the College Board SAT Reasoning Test;
- A score of 550 or above on a College Board SAT Subject Test in Mathematics (level 1 or level 2);
- A score of 23 or above on the American College Testing (ACT) Mathematics Test;
- A score of 3 or above on the College Board Advanced Placement Calculus AB or Calculus BC exam;
- A score of 3 or above on the College Board Advanced Placement Statistics examination;
- Completion and transfer to CSU of a college course that satisfies the requirement in Quantitative Reasoning, provided such a course was completed with a grade of C or better;
- A score of "Exempt" or "Ready for college-level Mathematics courses" on the CSU Early Assessment Program (EAP), taken in grade 11 in conjunction with the CST in Summative High School Mathematics or Algebra II;
- A score of "Conditionally ready for college-level Mathematics courses" or "Conditional" on the CSU Early Assessment Program (EAP) taken in grade 11 along with the California Standards Test in Summative High School Mathematics or Algebra II, provided successful completion of a CSU-approved 12th grade math course that require Algebra II as a prerequisite.

Completion of Remediation

In accord with Executive Order 665 (issued February 1997, revised June 1999), all students requiring developmental (remedial) course work in English and/or mathematics must complete the courses within one academic year (three quarters). Students who have maintained a CSUB grade point average (GPA) of 2.0 or higher and have made a "good faith effort" to complete the required developmental (remedial) course work in English and/or mathematics may be allowed an additional quarter based upon the recommendation by the Director of the Academic Advising & Resource Center (AARC) and if approved by the AVP for Academic Programs.

Early Start Program

Beginning with the class of 2012, entering resident freshmen who are not proficient in math or "at risk" in English will need to start the remediation process before their first term. By 2014, all new freshmen students who have not demonstrated college-readiness in mathematics and English will need to begin work on becoming ready for college-level English before the start of their first term.

The goals of Early Start Program are to:

- Better prepare students in math and English, before the fall semester of freshman year;
- Add an important and timely assessment tool in preparing students for college; and
- Improve students' chances of successful completion of a college degree.

For 2013, resident students would be required to participate in the Early Start Program if their ELM score is less than 50 and/or their EPT score is less than 138. Newly admitted freshman students who are required to complete Early Start will be notified of the requirement and options for completing the program as part of campus communications to newly admitted students.

Executive Order 665

In accord with Executive Order 665 (issued February 1997, revised June 1999), all students requiring developmental (remedial) course work in English and/or mathematics must complete the courses within one academic year (three quarters). Students who have maintained a CSUB grade point average (GPA) of 2.0 or higher and have made "good faith effort" to complete required developmental (remedial) course work in English and/or mathematics may be allowed an additional quarter based upon the recommendation by the Director of the - Advising and Academic Resource Center (AARC) and if approved by the AVP for Academic Programs.

First-Year Experience Program

The Roadrunner Resources for Undergraduate Success and High-Achievement (RUSH-A) Program formally introduces all new students in "transition" (first-time freshman, transfer, and re-entry students) to the many important issues that are fundamental to academic and career success. An integrated series of seminars is offered for all new students in "transition": CSUB 101/301, 103/303, and 105/305. The CSUB 101 course is required for all first-time freshman students.

The Roadrunner RUSH-A program collaborates with the following campus programs to offer new and continuing students a wide range of academic support services to assist in their achievement of academic success:

- Academic Advising & Resource Center (AARC)
- Roadrunner Faculty Mentor Fellows (RFMF)
- Helen Hawk Honors Program
- Alliance for Minority Participation (AMP)
- Educational Opportunity Program (EOP)

- College Assistance Migrant Program (CAMP)
- Academic Advancement Center (AAC)
- Early Assessment Program (EAP)
- International Students & Programs (ISP)
- Intensive English Language Center (IELC)
- One-Stop Academic Success & Integrated Services (OASIS)
- Writing Center
- Math Tutoring Center
- CSUB Student Activities
- CSUB Associated Students, Inc. (ASI)
- CSUB Athletics
- CSUB Services for Students with Disabilities (SSD)
- CSUB Outreach Services

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 experience difficulties arranging their programs due to closed classes. A $25.00 fee is assessed for late registration.

Online Registration and Student Information
Students are encouraged to register for courses and review their academic records online via their "myCSUB" account. The "myCSUB" student center offers the following options:

1. Registration
   - Registering for classes
   - Dropping and Adding classes
   - Verifying current and past schedules
   - Checking availability of courses
2. Student Records
   - Accessing unofficial transcripts
   - Viewing an up-to-date degree audit
   - Viewing quarter-by-quarter grades
   - Reviewing account history, charges, and payments
   - Checking current address and biographical information on file

Use of Student Data for Marketing Programs
Please note that your name, address, phone number, school or college, and year of graduation may be used by California State University, Bakersfield for the development of university affiliated marketing programs. If you do not wish to have this information used, please notify the University Advancement Office by writing to the office at 9001 Stockdale Highway, Bakersfield, California 93311-1022.

Course Overload
A student is not normally permitted to enroll in more than 19 units. Loads in excess of 19 units are not permitted for first-quarter CSUB students. A student with a CSUB grade point average 2.50 or above may request permission to carry more than 19 units per quarter by petition to the Dean of the School for his/her major. A full-time student with a CSUB grade point average of 3.30 or better may carry more than 19 units without petition.

Changing Course Registration
Each student is responsible for all changes made to his/her official schedule of classes, i.e., adding courses, dropping courses (except for instructor initiated drop, see above), or complete withdrawal from the university.

Adding Courses
Students may add courses that are "open" either in person at the Records Office or using the online myCSUB registration system until the end of the first week of the term. For courses that are "closed" and for all courses after the first week of classes, students must file an Add Form with instructor signature(s) with the Records Office (SA 103). Add Forms are available in the Records Office and in all the School Deans' offices.

Dropping and Withdrawing From Courses
It is the responsibility of students to attend each class meeting of the courses in which they are enrolled. Students absent from any class meeting are responsible for personally contacting the instructor by the next class meeting. In addition, as a courtesy to other students waiting to get into classes as well as a courtesy to the faculty, students who decide to drop a class should notify the instructor immediately. However, it is still the student's responsibility to drop online or to submit the "Drop Request Form" to the Admissions and Records Office.

a. **Dropping classes during the first three weeks.** Students may only drop classes during the first three weeks of the term. There is no penalty for such an action; the dropped course(s) will not appear on the transcript.
b. **Withdrawing from classes during week four through week seven.** Students are permitted to withdraw from classes during this period only for serious and compelling reasons that make it impossible for the student to complete course requirements. "Serious and compelling reasons" include documented accident or serious illness, job change, or serious family and/or psychological reasons. Failing or performing poorly in a class is not an acceptable "serious and compelling" reason. Students must secure a withdrawal request form from the Records Office. The signatures of the instructor and the department chair of each course being dropped are required. The completed drop form is then returned to the Records Office for processing and a grade of "W" will appear on the transcript. Grades of "W" do NOT affect a student's GPA.

Limit on number of units of "W" grades
Beginning with the fall 2009 term, the university will limit the number of units of such withdrawals from classes per Executive Order 1037. Any "W" grades assigned prior to the beginning of the fall 2009 term will not count against this limit. CSUB students will be limited to a total of 28 quarter units of "W" grades. The limit applies only to courses taken at CSUB (main campus and Open University). Additionally, "W" grades assigned during the fourth through seventh weeks for documented and verified "accident or serious illness" are

not counted against the limits. Students can submit a request to the Academic Petitions Committee (Academic Programs Office) to be allowed additional "W" units beyond the 28 unit limit, but such petitions will only be approved in cases in which the student presents convincing evidence that such consideration is merited.

Retroactive Withdrawal

Students may petition for retroactive withdrawal from a course after the completion of the quarter in which they were registered for the course if they meet the following criteria:

1. The request to drop the course would have been approved by the course instructor if it had been filed during the quarter;
2. There is verification that the student was unable to file the request to drop the course in a timely manner because of extenuating circumstances, e.g., serious illness or injury to self or family or sudden unexpected change in work assignments that were beyond the student's control; and
3. No more than 12 months have elapsed since the end of the term in which the course was taken.

All petitions for retroactive withdrawal shall be submitted as a Petition for Exception to the Office of the Dean of the School of the student's major. Such petitions require the approval of the course instructor(s), the department chair(s), and the School Dean(s). Because retroactive withdrawal from a course is an exceptional occurrence, the student's documentation of eligibility shall be carefully scrutinized before approval is granted. All petitions for retroactive withdrawal that have been approved will result in the assigned grade for the course(s) being changed to "W."

Withdrawal From The Term Policy

Withdrawal from the university for the term may occur in two periods during the quarter: (1) after the third week of instruction and through to the seventh week; and (2) after the seventh week of instruction.

Authorization to withdraw from the term shall be granted only for the most serious and compelling reasons. "Serious and compelling reasons include documented accident or serious illness, job change, or serious family and or psychological difficulties or other factors beyond the student's control." Such reasons must be documented by the student. Poor academic performance or poor attendance is not evidence of a serious and compelling reason for withdrawal.

For the period after the third week of instruction and up through the seventh week, approval of the instructor and advisor is required. If the student is on financial aid, the approval of the Financial Aid Office is also required. The request for withdrawal must state the reason for the withdrawal.

Withdrawals from the term shall not be permitted after the seventh week of instruction except in cases, appropriately documented, such as accident or serious illness, job change or serious family and or psychological difficulties where the assignment of an Incomplete is not practical and the need for withdrawal is clearly beyond the student's control. Ordinarily, withdrawals in this category will involve total withdrawal from the university except that credit and/or an incomplete grade may be assigned for courses in which sufficient work has been completed to permit an evaluation to be made. Students may obtain a Complete Withdrawal From Term Request form from the Records Office. Clearance signatures are required from:

1. Instructor(s) of the course(s)
2. Department Chair or Dean of one of the courses
3. Cashier's Office
4. Financial Aid Office
5. AVP for Enrollment Management

The completed form is then returned to the Records Office for processing. "W" grades assigned as part of complete withdrawals do not count against the limits.

Repeating Courses

As declared in Executive Order 1037, the university limits the number of times a student may repeat a course. The number of credit units counted toward the baccalaureate degree is limited to that of a single registration for that course. The limits below apply to courses taken through the main campus and through Open University.

a. **Repeats with forgiveness**
   CSUB students will be limited to 24 quarter units of course repeats with forgiveness (grade replacements). These are the courses that students retake and for which the lower grade is no longer used in GPA calculations, though both grades remain on the transcript. The original coursework for which students petition to replace grades may have been taken at CSUB or some other institution. If the student took the course the first time at CSUB, they cannot retake the course elsewhere and replace the grade. Only courses with grades of C- or lower can be repeated for forgiveness. Students can repeat with forgiveness at most two occurrences of an individual course. Students cannot use the repeat with forgiveness policy on any course for which the course grade was the result of a finding of academic dishonesty. Qualified students may get the Repetition of Course Petition form from the Records Office (SA 103, 661-654-3036) or from the Admissions and Records website. The petition does not require any approvals and may be filed at any time, although students are encouraged to file soon after they have completed the repeated course.
b. **Additional course repeats**
   Beyond the 24 quarter units of "repeats for forgiveness", students will be limited to an additional 18 quarter units of repeated coursework. For such courses, both (or all) grades are used in GPA calculations.
c. **Petitions for additional repeat with forgiveness units or for additional regular repeat units**
   Students needing to raise either their CSUB, overall, major, or minor GPA in order to graduate on a timely basis, may petition the Academic Petitions Committee

(APC) to: (i) replace grades beyond the 24 units of repeat for forgiveness (part (a) above) allowed by the university; or (ii) repeat courses beyond the 18 additional units (part (b) above) allowed by the university. Approval of such petitions is not automatic. Students should contact the Academic Programs office (EDUC 242, 661-654-3420) to get information regarding the content and format for their petition to repeat courses and replace grades beyond the limits.

Disregarding of Coursework from Previous Terms (Academic Renewal)
In exceptional circumstances, an undergraduate student may be granted permission to have up to three quarters of undergraduate coursework, taken at least five years earlier, disregarded from all considerations associated with requirements for the baccalaureate degree. Even though the coursework may be disregarded for GPA and other graduation purposes, the coursework will remain on the transcript. Disregarding of coursework from previous terms (academic renewal) shall be used only to assist a student to graduate with his/her baccalaureate degree, i.e., to achieve a CSUB or overall or major or minor GPA of 2.0. Under no circumstances will students be authorized to disregard coursework for previous terms solely to raise their GPAs for scholarships or honors, for admission to graduate or credential programs, or for any situation that has GPA criteria. This policy does not apply to graduate students.

To qualify for Academic Renewal through removal of coursework from previous terms, an undergraduate student must demonstrate by his/her academic performance since that time that the coursework to be removed is not reflective of his/her ability. If another institution has acted to disregard coursework from consideration for a student, such action shall be honored in terms of that institution's policy. But disregarding of any coursework's consideration by another institution shall reduce by one term the three quarter maximum on the application of academic renewal to an individual CSUB student's record. Students must file a petition for the removal of coursework for previous terms with the Academic Petitions Committee (APC). Students should contact the Academic Programs Office (EDUC 242, 661-654-3420) to get information regarding the content and format for their petitions.

Open University Enrollment
Concurrent enrollment in regular CSUB courses by non-matriculated students is on a space available basis through Open University with the Division of Extended Studies. Courses carry extension credit. No more than 36 quarter units of Open University coursework can be applied towards a baccalaureate degree and no more than 13 quarter units can be applied toward a master's degree.

Concurrent Enrollment
A student at CSUB who desires to enroll for concurrent work at another institution or through Extended University at CSUB must file a petition with the Director of Admissions and Records (SA 107, 661-654-2160). A student, for whom the total units resulting from concurrent enrollment in courses at CSUB and courses from another institution, including Extended University at CSUB, would exceed the 19-unit load, must have approval via a petition to the Dean of the student's major in accord with the university's policy for Course Overload.

TRANSFER STUDENTS: EVALUATION AND ACCEPTANCE OF TRANSFER CREDIT

After a person has been accepted for admission as an undergraduate transfer student, the Evaluations Office of Admissions and Records (SA 104, 661-654-2258) will evaluate all 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 (see Applicable University Requirements page 52). These evaluations are conditional and are subject to revision during the first quarter that the student is in attendance. Therefore, transfer students should discuss their evaluation in detail with their academic advisors to ensure that all credit earned has been granted and that no error has been made.

Credit from a California 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 quarter units of community college work may be used to fulfill course requirements but do not carry unit credit towards total units required for the baccalaureate degree. No upper division credit may be allowed for courses completed at a community college.

Credit from an Accredited 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.

Credit from a Non-Accredited College or University
Credits earned in non-accredited colleges may be accepted upon review and recommendation by respective faculty for each course and approval by the appropriate Dean(s).

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) must 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 must be filed with the Admissions Office during the admissions process.

Subsequent Enrollment
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 the appropriate department chair, School Dean, and the AVP for Academic Programs before enrolling in such courses.

ACADEMIC STANDING

The students' academic standing is determined by the quality of their academic performance and progress toward their degree objective.

Dean's List
A full-time, undergraduate student, carrying at least eight (8) units of letter-graded work during the quarter, who earns a GPA of 3.25 or above in that quarter will be placed on the Dean's List.

Good Academic Standing
Good Academic Standing indicates that a student is eligible to continue in attendance at CSUB and is not on academic probation/jeopardy/disqualification or disciplinary probation/suspension/expulsion from the University.

Academic Probation
In accord with Executive Order 1038, any undergraduate student with a CSUB GPA or overall GPA falling below 2.00 shall be placed on Academic Probation. Students on Academic Probation will have a registration hold placed on their account requiring them to participate in an Academic Intervention Program. In subsequent terms, students will remain on probation so long as either the CSUB GPA or overall GPA remains below 2.00 and their CSUB GPA and overall GPA are at or above the following limits:

- **Freshman students** (44.5 or fewer quarter units) at or above 1.50
- **Sophomore students** (45-89.5 quarter units) at or above 1.70
- **Junior students** (90-134.5 quarter units) at or above 1.85
- **Senior students** (135 or more quarter units) at or above 1.95

Academic Jeopardy
Students on Academic Probation whose CSUB or overall GPA falls below these limits may be eligible for Academic Jeopardy only once during their academic career so long as they meet all of the following criteria:

a. The student has never been on Academic Jeopardy before.
b. The student has successfully completed the prescribed Academic Intervention Program while on Probation.
c. It is mathematically possible for the student's GPA to permit a return to Probation within the following term, based on current course registrations.
d. The student has signed an Academic Intervention Contract.
e. The student satisfies all of the requirements set forth in their Academic Intervention Contract, including regular meetings with an advisor.

Students on Academic Jeopardy will be subject to immediate Academic Disqualification and deregistration when they fail to meet any of these requirements.

Academic Disqualification
Students on Probation are subject to Academic Disqualification when their CSUB GPA or overall GPA drops below the following limits:

- **Freshman students** (44.5 or fewer quarter units) below 1.50
- **Sophomore students** (45-89.5 quarter units) below 1.70
- **Junior students** (90-134.5 quarter units) below 1.85
- **Senior students** (135 or more quarter units) below 1.95

Students on Academic Jeopardy shall be Academically Disqualified when their CSUB GPA or overall GPA drops below these limits. Students on Academic Jeopardy are subject to immediate Disqualification and deregistration when they fail to meet the requirements set forth in their Academic Intervention Contract.

Readmission of Academically Disqualified Undergraduate Students
Students disqualified for academic reasons will be considered for readmission only when they have satisfied one of the following conditions:

1. For students who were lower-division (completed fewer than 90 quarter units):

a. completed college work elsewhere or in CSUB Extended University, and brought their total college work completed to 90 or more quarter units with an overall grade point average of "C" (2.0) or better, with recent work clearly indicating capability of performing college work with above average achievement, or
b. attained at least a "B" (3.0) average in not less than 15 academically rigorous quarter units.

2. For students who were upper-division (completed 90 quarter units or more):
a. earned college credit in academically rigorous courses elsewhere or in CSUB Extended University and attained at least a "B" (3.0) average in not less than 9 academically rigorous quarter units, or
b. remained absent from the university for at least one year, during which time they have remedied the conditions that contributed to their academic difficulty.

Students who have satisfied one of 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.

Students must file a petition for readmission with the Academic Petitions Committee (APC). The petition must clearly indicate the courses the student successfully completed to meet the above conditions. For upper-division students who simply remained absent for at least one year, the petition must provide verifiable evidence that the student has remedied whatever difficulties contributed to the previous poor academic performance. Students interested in having the APC consider their petitions for re-admission should contact the AVP for Academic Programs (EDUC 242, 661-654-3420). A student accepted for readmission will re-enter on Academic Reinstatement status. To retain that status, the student must attain a GPA of at least 2.00 every term. When the student's CSUB GPA and overall GPA both reach 2.00, the student will be removed from Academic Reinstatement status and put on Good Academic Standing status.

ALTERNATE WAYS TO EARN ACADEMIC BACCALAUREATE CREDIT

The university provides a variety of alternatives to the traditional classroom. Some alternatives allow students to accelerate their progress toward their baccalaureate degree:

- Advanced Placement (AP) Program
- International Baccalaureate (IB) Diploma
- College Level Examination Program (CLEP)
- Credit for Courses by Challenge Examination

Other alternatives may permit the student to earn baccalaureate credit for experience or study completed prior to matriculation at CSUB:

- Credit for Non-Collegiate Instruction
- Credit for Prior Experiential Learning

Each of these alternatives is described below. Students are urged to explore the different programs with their advisors.

Advanced Placement (AP) Program

The university grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Students who present scores of three or better will be granted up to nine quarter units of college credit. 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 transcript. Questions about AP credit should be directed to the Enrollment Management Office (SA 47, 661-654-3036).

International Baccalaureate (IB) Diploma

The university recognizes the high scholastic quality of the International Baccalaureate (IB) program. High school students holding the IB diploma (not certificate) are eligible for admission and will receive 5 quarter units of General Education credit for each higher level examination passed with a minimum score of 4.0. Application of credit to a major or minor is at departmental discretion. Applicants who plan to enroll at CSUB should submit a copy of their official IB transcript to the Office of Admissions for evaluation. The courses credited will be displayed on the transcript. Questions about IB credit should be directed to the Enrollment Management Office (SA 47, 661-654-3036).

College Level Examination Program (CLEP)

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 (661-654-3373). A student who has taken CLEP examinations should request that scores be sent to the Office of Admissions.

There are four CLEP General Examinations for which credit is awarded: Humanities, Mathematics, Natural Sciences, and Social Sciences. These General Examinations 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 transcript.

There are also approximately 30 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.

Credit by Examination
Students may challenge courses by taking examinations developed by the CSUB faculty. Credit (units) shall be awarded to those who pass them successfully.

A student interested in challenging a CSUB lower-division course must first contact the department chair of the program that offers the course to determine whether it is eligible for challenge. If the course is eligible, the student then discusses the challenge examination with a faculty member who teaches the course. That faculty member may then 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 Challenge Examination:

a. Credit shall not be awarded when degree credit has already been granted through regular course work, credit by evaluation, credit through externally developed diagnostic tests, or other instructional processes, such as correspondence;
b. Credit shall not be awarded when credit has already been granted at a level more advanced than that represented by the examination;
c. Credit by Challenge Examination shall not count as resident credit and shall be awarded only on a credit/no-credit basis;
d. Application of the Credit by Challenge Examination units to major or minor requirements shall be determined by the department responsible for the student's baccalaureate degree program; and
e. A student may earn no more than 20 quarter units through Credit by Challenge Examination.

Credit for Non-Collegiate Instruction
The university grants undergraduate degree credit for successful completion of non-collegiate instruction, either military or civilian, appropriate to the baccalaureate degree, which has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The number of units allowed is recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs.

Credit for Prior Learning
The university grants up to **20** units of credit for learning, knowledge, or skills-based experience that has been documented and evaluated according to campus policy. Students should be aware, however, that policies for earning credit for prior learning vary from campus to campus in the CSU. 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 Credit for Prior Experiential Learning:

a. Students shall not be awarded Credit for Prior Experiential Learning until they have completed 30 quarter units in residence;
b. Credit for Prior Experiential Learning shall not count as resident credit and shall be awarded only on a credit, no-credit basis;
c. Credit for Prior Experiential Learning shall not exceed 20 quarter units;
d. Only undergraduates are eligible to receive Credit for Prior Experiential Learning, and the credit may not count for post-baccalaureate credit.

Students interested in pursuing this option should consult with the appropriate School Dean or department chair. Forms are available from the Academic Programs Office (EDUC 242, 661-654-3420).

ALTERNATIVES TO CLASSROOM STRUCTURE

The university provides a variety of alternatives to the traditional classroom. Several permit the student to earn academic credit for career-related employment or community service.

- Service Learning
- Community Service Program
- Discipline-Based Internships
- Directed Research
- Several kinds of Independent Study
- Human Corps program
- Cooperative Education

Each of these alternatives is described below. Students are urged to explore the different programs with their advisors.

Service Learning
Many faculty at CSUB have developed service learning components that are integrated into their courses. Students enrolled in such courses have the opportunity to be placed with a community organization in the private, public, or non-profit sector. The Center for Community Engagement and

Career Education (CECE) works cooperatively with faculty to facilitate real world experiences in support of classroom learning. Students gain professional knowledge and skills and develop valuable relationships in the community through service learning while completing academic courses. For more information about service learning, please contact CECE at www.csub.edu/cece or 661-654-3033.

Community Service Program
The Community Service Program includes a series of General Studies courses GST 207A, B, and C in which students receive 2 units of credit for variable hours of community service per quarter, with a total of 6 units available through the three courses. Most of the "class activities" for GST 207A, B, and C, are completed online via Blackboard. The course does include a mandatory orientation and attendance at two class sessions. Placements are identified using the RunnerLink system available at www.csub.edu/cece. Community service is designed to provide direct experience with appropriate professionals, while improving the quality of life in the community.

Discipline-Based Internship Program
Under the Internship Program, students can receive academic credit for service that is directly related to the academic discipline. The Center for Community Engagement and Career Education (CECE) works cooperatively with the faculty sponsor to place qualified students in an internship site or to develop a partnership with an organization. Students register for internship credit in a discipline-based course with the units based on the number of hours served. The faculty sponsor in the student's major field of study is the instructor of record for the internship course. For more information, students should contact their faculty advisor, department chair, and/or the Center for Community Engagement and Career Education (CECE) at 661-654-3033. Students can also access information about these programs online at www.csub.edu/cece.

Directed Research
Faculty involved in research projects may engage students with their research. Students may earn 1 to 5 units per quarter. In addition, students may engage in "independent" research under the sponsorship of a faculty member and earn 1 to 5 units per quarter. Students interested in working on research projects should contact their faculty advisor or the department chair of their major.

Independent Study
A major goal of the university is to instill in its students a commitment to continuing self-education. Many CSUB students will reach a point during their undergraduate or graduate years at which they will have the knowledge, skills, ability, and discipline necessary to carry out independent projects under the sponsorship of a faculty member.

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 units 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' offices, 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, with the two most common being Individual Study and Individual Course. Students should discuss with their faculty advisor the alternatives offered by their department.

Individual Study
The individual study course, normally numbered 499, 599, or 699, allows the student to explore in-depth a topic of interest or to engage in an original creative project selected by the student. The student must identify a faculty member willing to supervise the course. The university strongly recommends students wishing to enroll in an independent study course have earned a CSUB GPA of 3.00 or higher and have completed at least 30 units in residence. Grading may be by letter grade or be on a credit/no-credit basis, depending upon the nature of the independent study.

Individual 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 as an independent study. The content of the course will remain the same as the regular course, with some adjustments made by the faculty member to accommodate the independent study mode. Students will earn the same number of units as the regular course. Grading will be based upon the same standards as the regular course.

OPPORTUNITIES FOR OFF-CAMPUS STUDY

The university offers several opportunities for off-campus study. Each of these alternatives is described below. Students are urged to explore the different programs with their advisors.

Instructional Television (ITV)
The Instructional Television Network (ITV) offers regular CSUB courses over interactive two-way video. It allows students to view college professors on closed circuit television.

Students enrolled in ITV are able to attend classes at participating community colleges and remote sites when offered. For more information about taking a class over ITV or to view the current schedule of classes, call 661-654-2448 or visit the CSUB E-Learning Services web site at www.csub.edu/els.

National Student Exchange (NSE)
CSUB is one of over 100 state colleges and universities within the United States, Guam, Puerto Rico, and the Virgin Islands that participate in the National Student Exchange (NSE) program. Students may spend a year or part of a year at one of the participating institutions and return to CSUB to complete their undergraduate education. The NSE 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 must meet the following criteria:
1. Be a full-time student at CSUB (enrolled in at least 12 units per quarter);
2. Be a sophomore or junior during the term(s) of exchange; and
3. Have a cumulative GPA of at least 2.5.

Tuition and fees assessed are the in-state (resident) tuition and fee 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 Aid 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 Admissions and Records Office at 661-654-3405.

International Students and Programs (ISP)
The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" include those who hold U.S. temporary visas as students, exchange visitors, or other nonimmigrant classifications. The CSU uses separate requirements and application filing dates in the admission of "foreign students." Verification and academic performance are each important considerations for admission. Academic records from foreign institutions must be on file before the first term and, if not in English, must be accompanied by certified English translations.

The International Students and Programs Office provide services for international students enrolled in classes at CSUB. For more information, please call the International Students and Programs Office at SA 42, Room 137, 661-654-6113, email dkarnowski@csub.edu, or visit the ISP office in the Students Services/EOP building, Room 137. You may also visit the ISP homepage at www.csub.edu/isp for more information.

International Student Exchange Program (ISEP)
CSUB is a member institution with the International Student Exchange Program (ISEP), a network of 275 institutions of higher education located throughout the United States and in more than 39 other countries. The ISEP program offers CSUB students the opportunity to study at a diverse range of sites and programs that combine opportunities for intellectual and personal growth with immersion in another culture. Through the innovative and cost-effective approaches, students have access to affordable, high quality study abroad programs as an integral part of their education. For CSUB students, most forms of financial aid can be applied toward participation. Currently, CSUB offers students the ISEP-Direct option.

Eligibility and Requirements
All undergraduate and graduate students at CSUB who have completed at least one year of university coursework may be eligible to participate. Most programs require a minimum GPA of 2.75, and some programs may require foreign language skills. However, there are many institutions offering courses taught in English. Students must also demonstrate the personal maturity needed to study abroad, which is evaluated by essays and professor recommendations.

Deadline for application
April 1 for Fall entry and October 1 for Spring entry.

For more information about the ISEP program offerings at CSUB, please contact the International Students and Programs offices (SA 137, 661-654-6113), email ssilva7@csub.edu, or visit the ISEP homepage at www.isep.org.

The California State University International Programs (CSU-IP)
Developing intercultural communication skills and international understanding among its students is a vital mission of The California State University (CSU). Since its inception in 1963, the CSU International Programs has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year. More than 20,000 CSU students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while they pursue full-time study at a host university or special study center abroad. The International Programs serves the needs of students in over 100 designated academic majors. Affiliated with more than 50 recognized universities and institutions of higher education in 18 countries, the International Programs also offers a wide selection of study abroad destinations and learning environments.

Australia	Griffith University, Macquarie University, Queensland University of Technology, University of Queensland, University of Western Sydney, Victoria University
Canada	Concordia University (Montréal
Chile	Pontificia Universidad Católica de Chile (Santiago)
China	Peking University (Beijing)
Denmark	Danish Institute for Study Abroad (international education affiliate of the University of Copenhagen)
France	Institut Catholique de Paris, Université d'Aix-Marseille (Aix-en-Provence), Universités de Paris I, III, IV, VI, VII, VIII, X, XI, XII, XIII, Université Paris-Est Marne-la-Vallée, Université d'Evry Val d'Essonne, and Université de Versailles Saint-Quentin-en-Yvelines.
Germany	University of Tübingen and a number of institutions of higher education in the Federal state of Baden-Württemberg
Ghana	University of Ghana, Legon
Israel	University of Haifa
Italy	CSU Study Center (Florence), Universitá degli Studi di Firenze, Accademia di Belle Arti Firenze
Japan	Waseda University (Tokyo), University of Tsukuba
Korea	Yonsei University (Seoul)
Mexico	Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro
South Africa	Nelson Mandela Metropolitan University, Port Elizabeth
Spain	Universidad Complutense de Madrid, Universidad de Granada, Universidad de Jaén
Sweden	Uppsala University
Taiwan	National Taiwan University (Taipei), National Tsing Hua University (Hsinchu)
United Kingdom	Bradford University, Bristol University, Hull University, Kingston University, Swansea University

International Programs pays tuition and administrative costs abroad for participating California resident students to a similar extent that such funds would be expended to support similar costs in California. Participants are responsible for all CSU tuition and program fees, personal costs, such as transportation, room and board, and living expenses. Financial aid, with the exception of Federal Work-Study, is available to qualified students.

To qualify for admission to the International Programs, in most programs students must have upper division or graduate standing at a CSU campus by the time of departure. Students at the sophomore level may, however, participate in the intensive language acquisition programs or courses in Canada, China, France, Germany, Korea, Mexico, Sweden, and Taiwan. California Community Colleges transfer students are eligible to apply directly from their community colleges. Students must also possess a current cumulative grade point average of 2.75 or 3.0, depending on the program for which they apply, and must fulfill all coursework prerequisites.

Additional information and application materials may be obtained on campus (International Students and Programs Office, 661-654-6113), or by writing to The California State University International Programs, 401 Golden Shore, 6th Floor, Long Beach, California 90802-4210. Visit us on the World Wide Web at www.calstate.edu/IP/.

The deadline for applications for most countries is February 1. South Africa, Australia, and New Zealand have a deadline of May 1.

For detailed information on available programs and advice on how to choose a program that best meets your needs, contact the International Students and Programs office:
Phone: 661-654-6113
Location: Students Services Building, Room 137
email: ssilva7@csub.edu
Website: www.calstate.edu/IP/

Bilateral Exchange and Other Programs
CSUB students can participate in balanced one-to-one exchanges with students from Université d'Orléans, University of Southern Denmark, and University of Incheon. It is also possible for CSUB students to participate in numerous international study programs sponsored by other universities and organizations. For more information, contact the Director for International Students and Programs at 661-654-6113.

General requirements
Students must have a 2.75 GPA or higher. In addition, they must have the equivalent of two years of foreign language education of the host country at college level with a 3.0 GPA or higher in the language. The application deadline is Feb 1 for fall entry and July 1 for spring entry.

University of Odense—Odense, Denmark
This program is based on one-to-one student exchanges of CSUB and University of Odense (OU) students. The actual school costs to participate in this program are the same as CSUB's and are paid here before you go. OU receives approximately 100 exchange students each year. The exchange students enroll in various courses as well as in the Scandinavian Area Studies. Contact the International Students and Programs Office at 661-654-6113 for more information.

Universite d'Orleans—Orleans, France
This program is based on one-to-one student exchanges of CSUB and Universite d'Orleans students. Students pay CSUB tuition and fees before departure to the host institution and room and board is arranged through the host institution. Students must have a 2.75 GPA or higher to apply. In addition, they must have the equivalent of two years of university French and a 3.0 GPA or higher in the language. Through this program, CSUB students with almost any major can enroll directly in the host institution and are integrated with native students. Students interested in studying at Unversite d'Orleans should contact Dr. Joanne Schmidt, Department of Modern Languages and Literatures (DDH B117, 661-654-2317).

Fachhochschule at Lugwigshafen am Rheim
This program is based on one-to-one student exchanges of CSUB (home institution) and Fachhochschule at Lugwigshafen am Rheim (host institution) students. Although most majors can be accommodated, the primary focus of this program is in science and technology, business administration, and public administration. Students must have a 2.75 GPA or higher. In addition, they must have the equivalent of two years of university German and a 3.0 GPA or higher in the language. Interested students should contact either the Dean for Natural Sciences, Mathematics and Engineering (SCI 104, 661-654-3450), or Dr. Donavan Ropp, Department of Management and Marketing (BDC A214, 661-654-2435).

MICEFA (Mission interuniversitaire de coordination des echanges franco-americains Paris - lle de France)
This program is based on balanced one-to-one student exchanges of CSUB students (home institution) and those of MICEFA (host institutions are Universites de Paris III—XIII). Students must have a 2.75 GPA or higher to apply. In addition, they must have the equivalent of two years of university French and a 3.0 GPA or higher in the language. Most forms of financial aid can be applied toward participation in MICEFA. Students enroll directly in courses at the host institutions. Students interested in studying at one of the Universite de Paris campuses should contact Dr. Joanne Schmidt, Department of Modern Languages and Literatures (DDH B117, 661-654-2317).

Morelia Summer Program
This program is designed to give participants the opportunity to live in a Spanish-speaking country while studying the language and culture. The program offers not only language classes (beginning, intermediate and advanced), but also literature and culture courses. Some may wish to visit a region of Mexico which is somewhat off the beaten path, others may wish to improve their Spanish, and still others may need to satisfy academic and professional requirements. Contact: Dr. José Reyna, Department of Modern Languages and Literatures, at jreyna@csub.edu.

GRADUATION AND COMMENCEMENT

Application for Graduation
Candidates for baccalaureate degrees must file applications with the Evaluations Office (SA 104, 661-654-3036) no later than the end of the third week of instruction of the quarter before the quarter in which they expect to complete all graduation requirements. However, students are urged to submit their Application for Baccalaureate Degree at least two full quarters before they plan to graduate, because a reply to the application by the Evaluations Office may take six to eight weeks. By applying earlier, students will hopefully be notified prior to the registration period for their last quarter of any deficiencies in graduation requirements and, thereby, be able enroll in appropriate classes so that their graduation plans will not be disrupted.

Graduation Application Procedures
Complete the online application and return a printed copy of the application with proof of payment to the Evaluation Office. The Evaluation Office will notify the student's major(s), minor(s) and Dean's Office, via e-mail, of the applicant's request for graduation. The departments should respond in a timely manner and submit the appropriate materials to the Evaluation Office for completion of the graduation process. The Evaluation Office will complete the graduation process and will send a copy of the decision to the student and the major department. The online graduation application can be found on the Admissions and Records website (www.csub.edu/admissions/).

No changes can be made to the official transcript or to the diploma once the degree has been conferred. Students are therefore encouraged to ensure all necessary modifications to their student record, such as grade replacements, are complete and processed.

Post-Baccalaureate Credit
Courses taken and passed satisfactorily by a student that are not needed to fulfill baccalaureate degree requirements may be recorded as post-baccalaureate credit. It is the student's responsibility to request this post-baccalaureate credit as part of the Application for Baccalaureate Degree. The courses for which the student is requesting provisional post-baccalaureate credit must be taken in the quarter of graduation. Liberal Studies majors may request post-baccalaureate credit for credential courses taken up to two quarters prior to the quarter of graduation (summer quarter counts only if credential courses are completed in the term). The student's request for post-baccalaureate credit shall NOT be made retroactively; the student must request this post-baccalaureate credit as part of the Application for Baccalaureate Degree.

Graduation with Honors
An undergraduate 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 cumulative grade point average (GPA) and CSUB GPA both reach the following standard:

GPA 3.3 - 3.59..... Cum Laude
GPA 3.6 - 3.89..... Magna Cum Laude
GPA 3.9 - 4.0..... Summa Cum Laude

Graduation Dates
The university has four graduation dates each year. These dates coincide with the last day of the final examination period for each academic quarter (fall, winter, spring, and summer). For the different sessions that may be scheduled during summer quarter, the graduation date will be the last day of the final examination period of the last session.

Commencement
The university holds commencement ceremonies each year to honor all degree awardees or candidates (baccalaureate and master's degrees).

OTHER ACADEMIC PROGRAMS

Undergraduate Certificate Programs
The university offers several undergraduate 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 at CSUB by the four Schools and through the Extended University are listed below. A student interested in any of the certificate programs listed below should consult the department or office offering the certificate:

School of Arts and Humanities
- Post-Baccalaureate Certificate in Chicano Studies
- Post-Baccalaureate Certificate in Children's Literature
- Certificates in Communications (three options)
- Post-Baccalaureate Certificate in TESOL (Teaching English to Speakers of Other Languages)
- Post-Baccalaureate Certificate in Writing

School of Business and Public Administration
- Certificate in Accounting
- Certificate in Public Administration
- Certificate in Environmental Resource Management

School of Natural Sciences, Mathematics and Engineering
- Certificate in Hydrogeology
- Post-Baccalaureate and Post-Masters School Nursing Certificate
- Post-Master's Family Nurse Practitioner Certificate

Extended University
The Extended University (661-654-2427) offers a variety of specially designed certificate programs that lead to new employment opportunities. The curricula are designed for individuals who participate in an organized and integrated program of study but who are not regularly registered students. These certificate programs are designed and taught by professionals in the field. Certificate programs currently offered by Extended University include:
- Advanced Family Law
- Attorney Assistant
- Chief Business Officer
- Drug and Alcohol Studies
- Geographic Information Systems
- Human Resource Management
- Safety and Risk Management
- Project Management
- Workers' Compensation Law

Early Enrollment Program
The Early Enrollment Program was designed to assist high schools in meeting the needs of gifted students and expand outreach programs to under-represented groups. High school students may earn college credit through this program. Cost for the program is $21.00 each term; books and parking are extra.

Eligible students may take a freshman level course offered by CSUB in fall, winter, or spring terms. Early Enrollment is not available during summer session except for special programs such as Enterprise College. Students are limited to one course each term. Students must follow the following enrollment process:
- Student meets with the AVP for Academic Programs to determine eligibility and to select a course for the Early Enrollment Program. Call 661-654-3420 for an appointment.
- Student completes and signs the CSUB Undergraduate Admission Application. Form found on the Undergraduate Studies webpage.
- Student completes Early Enrollment Program form and parents/legal guardian sign (up to age 18).
- High school counselor or guidance director attaches transcript and verifies eligibility and measles certification.
- Student pays the $21.00 fee (check payable to CSUB).
- Student gets permission to add class by having professor sign an Add Slip.
- The student turns in all the materials and fee to the Academic Programs Office, EDUC 242.

POLICY ON ACADEMIC FREEDOM AND RESPONSIBILITY

Principles of Community

California State University, Bakersfield is a multicultural community of persons from diverse backgrounds and sets of beliefs and values. As a community our university is committed to ensure that our programs, classes, lectures, activities and everyday interactions are enriched by our acceptance of one another and by striving to learn from each other in an atmosphere of positive engagement and mutual respect. As a university, we are committed to maintain a learning climate free from expressions of bigotry and to protect diversity and lawful free speech. Our university affirms and seeks to promote tolerance, civility, and mutual respect for diversity of background, gender, ethnicity, race, religion, political beliefs, sexual orientation, and physical abilities.

Principles of Academic Freedom

Freedom of inquiry and the open exchange of ideas are fundamental to the vitality of our academic institutions. The notion that freedom and national security are opposed denies the basic premise of a free democratic society where open exchange of information, public access to vital information, and ability to openly challenge governmental decisions without fear of reprisals, increases rather than hinders national security.

The principles of academic freedom are critical to ensure higher education's important contribution to the common good. Basic academic freedom includes the ability to do research and publish the freedom to teach and the freedom to communicate extramurally.

California State University is committed to assuring that all persons may exercise the rights of free expression, speech, and assembly and affirm below the following statements and principles:

1. CSU, Bakersfield strongly reaffirms its commitment to uphold and preserve the principles of Academic Freedom as contained in the 1940 Association of University Professors (AAUP) Statement on Academic Freedom and Tenure with the 1970 Interpretive Comments. These principles and comments have been widely adopted by many universities and Associations of Higher Education in the United States.
2. CSU, Bakersfield affirms that these principles reflect the fundamental mission of the University to discover and disseminate knowledge to its students and the society at large. CSU, Bakersfield shall support the pursuit of excellence and academic freedom in teaching, research, and learning through the free exchange of ideas among faculty, students, and staff. The university and its community recognizes that quality education requires an atmosphere of academic freedom and academic responsibility for academic freedom is always accompanied by a corresponding concept of responsibility to the University and its students and the University and its students to its faculty and staff.
3. CSU, Bakersfield reaffirms that it is the faculty who have primary responsibility for and jurisdiction over establishing hiring criteria for faculty positions; that these criteria must derive exclusively from the professional standards set forth by scholarly/professional organizations and by campus faculty (according to the shared governance processes of the University); and that conditions of hiring never include reference to an individual's political affiliations.
4. CSU, Bakersfield affirms that academic freedom for student rests first upon their access to a high quality education and their right to pursue a field of study that they deem appropriate and desirable.
5. CSU, Bakersfield reaffirms its support of the principles of academic freedom as they apply to the rights of students in a class and university environment that fosters civil discourse, respect, open inquiry and freedom of expression.
6. CSU, Bakersfield affirms further that these principles also support the University's mission to foster in students a maturity and independence of mind by providing within the class and university an environment where students as well as faculty are free to express the widest range of viewpoints within the standards of scholarly inquiry and professional ethics.
7. Students have the right to disagree with the conduct or content of courses and to seek change, but such freedom does not include the right to disrupt orderly classroom activities or to avoid fulfillment of expectations of the course. Academic freedom for faculty members must include a means for seeking the censure or dismissal of students guilty of disruption, destruction, or unethical classroom behavior. This is done through the established university discipline procedures.
8. Academic freedom for students includes the rights of students to be fairly and competently evaluated and graded. Punitive grading is not acceptable except in the cases of cheating or plagiarism. The university provides established Student Grievance Procedures for students to seek redress in such matters.
9. Academic freedom includes the rights of both faculty and students to seek censure of faculty members by complaint, petition, or seeking discipline for incompetence or unprofessional behavior including improper and clearly documented intrusion on student rights to academic freedom. The university provides established procedures through its Committee on Professional Responsibilities for such redress. Complaints about infringement of such rights should be brought either to the Provost and Vice President for Academic Affairs or the University

Ombudsman and then, after review, forwarded to the Chair of the Committee on Professional Responsibilities. Before such formal action is sought the normal informal procedures for grievance resolution should be followed. These informal procedures are described in the "Student Complaint and Academic Grievance Procedures" which may be found on the web page of Academic Programs.

Philosophy Regarding Academic Freedom in the Classroom

The expression of different points of view in the classroom by faculty and students is not only a right but also a responsibility. Although we cannot control the interpretations of others, we must always remember why we are here: to enlighten, nurture and educate. It is our responsibility to try to provide an environment of mutual respect in which individuals can express their opinions. Instructors often present controversial opinions (some of which they do not personally believe to be true) in order to stimulate conversations and higher reasoning amongst students. This ability must not be eroded. Students do have the right to be graded fairly and the right for professors and the university to protect their academic freedom. Having an ideological divergent opinion does not constitute grounds for punitive action.

NONDISCRIMINATION POLICY

CSUB is committed to maintaining an environment free from unlawful discrimination. To fulfill this commitment, the University will work to prevent unlawful discrimination from occurring and will ensure that University policies prohibiting discrimination are fully enforced. The University affirms and protects the rights of students and employees to seek and obtain the services of the University without unlawful discrimination. No employee or student shall on the basis of race, color, gender, religion, age, sexual orientation, marital status, pregnancy, disability, veteran status or national or ethnic origin be excluded from participation in, be denied the benefits of or be otherwise subjected to unlawful discrimination, including discriminatory harassment, under any program of the University. Employees and students who cause these rights to be violated may be subject to discipline. This policy should not be interpreted as superseding or interfering with collective bargaining agreements or other California State University policies and procedures currently in effect. If discipline of an employee is sought as a remedy under this policy, the procedural rights under applicable collective bargaining agreements and system-wide procedures will continue to apply. However, those rights may not supersede or interfere with the requirements of state and federal law.

Responsible Office

In carrying out the applicable policies of the University, the Office of the Provost and Academic Vice President is responsible for responding to complaints of discrimination for faculty and students and the Director of Human Resources is responsible for responding to complaints from staff employees at the University. They arrange for investigations of such complaints and issues findings of fact following such investigation.

Upon receipt of a complaint alleging unlawful discrimination from applicants to, or participants in, any program administered by an approved University auxiliary organization, other than the Associated Students Incorporated (ASI), the Office of the Provost shall promptly acknowledge receipt of the complaint in writing and refer the investigation and resolution of such complaint to the auxiliary organization.

Complaints against the ASI will be referred to the Student Discipline Coordinator.

Filing of Complaints

Individuals who believe they are or may have been victims of discrimination and/or discriminatory harassment, may initiate either an informal inquiry or file a formal complaint.

Informal Inquiry

The intent of the informal inquiry process is to provide persons who are concerned that they might have a discrimination complaint with an opportunity to receive information and advice about the definition of discrimination, the legitimacy of their concerns, and the procedures that exist for resolving complaints.

It seeks to provide an opportunity for an informal, yet fair, resolution of the inquiry, while preserving, to the greatest extent possible, the confidentiality of the parties involved in an atmosphere of mediation and conciliation. At any time during the informal inquiry and resolution process, the person making the inquiry may initiate a formal complaint.

The University designates the Student Ombudsman (Student Counseling Center) to receive informal inquiries from students, the Director of Human Resources (ADM 104, 661-654-2266), to receive informal inquiries from staff employees, and the Office of the Provost and Vice President for Academic Affairs (ADM 100, 661-654-2154) to receive informal inquiries from faculty.

In addition to giving information and advice, those designated to receive informal inquiries may seek to achieve informal resolution to problems by bringing together the two parties. This attempt will likely require the agreement of the inquirer to enlarge the scope of confidentiality to include the second party.

The University will endeavor to restrict confidentiality to the person making the informal inquiry and the designee receiving it, but this restriction cannot be guaranteed. As a means of fulfilling its obligation to create and maintain an environment free from discrimination and discriminatory harassment, the University may conduct reasonable and appropriate investigations designed to assess whether a violation of the

nondiscrimination policy has occurred and this may require enlarging the scope of confidentiality. A confidential record of informal inquiries shall be maintained in the office conducting the investigation. Both parties are encouraged to keep the results of the resolution confidential.

In the event this informal inquiry leads to a resolution, both parties are precluded from subsequently filing a formal complaint under these procedures unless it is demonstrated to the satisfaction of the Provost and Vice President for Academic Affairs or the Director of Human Resources that the terms and conditions of the resolution, if any, have been violated.

The University, under the charge of protecting its members from discrimination, may have a legal duty to initiate an investigation, a resolution, or disciplinary action, even if a formal complaint is not filed and independent of the intent or wishes of the person making the informal inquiry.

Formal Complaints

Students or faculty employees may file a formal complaint with the Office of the Provost and staff employees may file with the Director of Human Resources. To be timely, the person must submit a complaint no later than 20 days after the most recent allegedly discriminatory act occurred. The President, Provost or Director of Human Resources may extend the deadline based on extenuating circumstances.

The person filing the complaint may, but is not required to, have a consultant of their own choosing present at their interviews conducted during the course of the investigation into the complaint. The consultant shall not be a person admitted to the practice of law before any state or federal court. The role of the consultant is limited to observing and consulting with the Complainant.

The student or the employee may initiate a formal complaint by filing a paper with the appropriate individual, which contains the following information.

1. The full name, address and telephone number of the complainant, who must be the individual claiming to be harmed by the discrimination;
2. The name of person(s) alleged to have committed a discriminatory act;
3. A clear and concise written statement of the facts that constitute the alleged discriminatory act(s), including pertinent dates and sufficient information to identify any other individuals who may provide information during the course of an investigation conducted under these procedures;
4. A statement by complainant verifying that the information supporting the allegations of unlawful discrimination is true and accurate to the best of complainant's knowledge;
5. Complainant's signature;
6. The date of submission of the complaint;
7. Information that establishes that both complainant and person(s) alleged to have committed a discriminatory act have a sufficient relationship to the University to require application of University policies and procedures to the allegedly discriminatory act(s); and
8. The full name, address and telephone number of the complainant's consultant, if any.

At, or a mutually agreed time after, the time a student or employee initiates a complaint, a representative from the appropriate office shall conduct an interview with the complainant. If the proffered complaint fulfills the requirements set forth above, the representative shall inform the complainant in writing that the complaint has been filed. However, if the complaint alleges conduct that, if true, would not constitute a violation of University policies related to unlawful discrimination on the basis of race, color, gender, religion, age, sexual orientation, marital status, pregnancy, disability, veteran status or national or ethnic origin, the matter shall be dismissed without further investigation.

With the exception of notice to person(s) alleged in the complaint to have committed a discriminatory act, only those persons with a legitimate need to know will be appraised of the filing of and final disposition of a complaint. Those persons may include, but are not necessarily limited to, appropriate organization unit administrators (Deans, Department Heads, Directors or Vice Presidents) who may have an obligation to monitor the workplace to ensure that retaliatory action does not occur during or after the investigative process concludes, and who may be required to implement recommendations resulting from the investigation of the Complaint.

The student or employee who filed the complaint, upon inquiry and during the course of an investigation, shall be advised of the status of the investigation.

Following the filing of a complaint, the Provost and Vice President for Academic Affairs or Director of Human Resources will designate an investigator to act as a neutral fact-finder. This investigator shall assemble statements, documents and other relevant evidence, and interview witnesses and other identified individuals who have or may have information concerning the allegations set forth in the complaint. The investigator will make every reasonable attempt to complete the investigation within 90 days of the filing of a formal complaint.

Upon completion of an investigation, the investigator will make findings of fact regarding the allegations, which s/he shall reduce to an investigative report and which shall be submitted to the Provost and Vice President for Academic Affairs or Director of Human Resources.

After review of the investigative report, the Provost, Director or Designee shall evaluate the evidence in accordance with University policies related to unlawful discrimination or harassment, and shall make a Finding of "Cause" or "No Cause" regarding the allegations. The Provost, Director or

designee shall notify complainant in writing of the finding of "Cause" or "No Cause". Such notice shall inform the complainant of the outcome of the complaint, including sufficient detail so as to permit an informed decision as to whether to appeal the finding. The Provost, Director or designee may also notify other persons with a legitimate need to know. This information is to be treated as confidential and is not to be disclosed to third parties.

If the Provost, Director or designee finds "Cause", s/he shall also issue a separate recommendation regarding corrective actions. This may include individual remedies for the complainant or a range of formal or informal disciplinary measures or other personnel actions. If it is determined that disciplinary charges should be initiated, disciplinary proceedings shall be conducted in accordance with the current applicable collective bargaining agreement or, for charges against administrators or other non-represented employees, appropriate University policies shall be utilized. Whenever any information concerning recommended corrective action in connection with allegations of discrimination is provided to the complainant, such information shall be provided on a confidential basis. Failure on the part of the complainant to respect confidentiality could result in civil action initiated by person(s) alleged in the complaint to have committed a discriminatory act.

Once a formal complaint has been filed, the University has an obligation to investigate complaints raising significant claims of discrimination and sexual harassment. However, in appropriate circumstances, and in the discretion and judgment of the President, Provost, or Director the complainant may withdraw a Complaint. The appropriate Office shall notify complainant of such withdrawal.

Following receipt of a finding, the student or the employee filing a complaint may seek to have the finding reviewed by the President. The issues raised on appeal shall be limited to those issues raised during the investigation. To secure an appeal, the student or the employee must file a written request no later than fourteen (14) days from the date on which he/she received the finding. The President or Appeals Designee shall consider the facts in support of the request and develop any additional facts deemed necessary. The President or Appeals Designee shall complete the review in a timely manner and shall prepare and provide a written decision to complainant, the Provost or Director and to those individuals who received a copy of the finding. The decision by the Appeals Designee shall be final.

An investigation shall be considered complete and the investigation shall be closed after the period has passed within which an appeal may be timely filed, if no appeal has been filed, or following a final decision by the President or Appeals Designee. A matter also may be closed administratively when the Provost or Director decides that further investigation is either impossible or unnecessary.

When a formal complaint is made to the Office of the Provost alleging discrimination or sexual harassment by a student, the complainant shall be referred to the University Student Discipline Coordinator. Upon receiving a formal complaint, or upon determining that the University has an obligation to pursue an inquiry into possible incidents of discrimination or sexual harassment even without a signed Complaint, the Student Discipline Coordinator or appropriate University personnel shall promptly begin an investigation. The Student Discipline Coordinator or designee shall complete the investigation within ninety (90) instructional days from receipt of the complaint against a student and shall thereafter inform the complainant in writing as to whether the University will or will not initiate formal disciplinary charges. If the Student Discipline Coordinator (or designee) concludes that disciplinary action may be required, formal disciplinary charges shall be initiated in accordance with the Student Disciplinary Procedures for the California State University.

Student Complaint Procedure

The California State University takes very seriously complaints and concerns regarding the institution. If you have a complaint regarding the CSU, you may present your complaint as follows:

(1) If your complaint concerns CSU's compliance with academic program quality and accrediting standards, you may present your complaint to the Western Association of Schools and Colleges (WASC) at http://www.wascsenior.org/comments. WASC is the agency that accredits the CSU's academic program.

(2) If your complaint concerns an alleged violation by CSU of a state law, including laws prohibiting fraud and false advertising, you may present your claim to the campus president or designee at Evelyn Young, Executive Assistant to the President, eyoung3@csub.edu. The president or designee will provide guidance on the appropriate campus process for addressing your particular issue.

If you believe that your complaint warrants further attention after you have exhausted all the steps outlined by the president or designee, or by WASC, you may file an appeal with the Associate Vice Chancellor, Academic Affairs at the CSU Chancellor's Office. This procedure should not be construed to limit any right that you may have to take civil or criminal legal action to resolve your complaint.

OTHER PROVISIONS

Confidentiality

The Provost, Director of Student Discipline Coordinator, or designee shall respect confidentiality of information obtained during the course of an investigation, except where disclosure is required by an obligation imposed on the University by law, to investigate a Complaint or to advise parties to the complaint of the outcome of an investigation or to facilitate other legitimate University processes. As a means of fulfilling

its obligation to create and maintain an environment free from discrimination and discriminatory harassment, the University may conduct reasonable and appropriate investigations designed to assess whether a violation of the University policies related to nondiscrimination or sexual harassment has occurred and this activity may require enlarging the scope of disclosure.

Retaliation; Cooperation
Threats or other forms of intimidation or retaliation against any person who files a Complaint of discrimination or sexual harassment, participates in an investigation or opposes an unlawful discriminatory practice or policy are prohibited and shall form an independent basis for investigation under the procedures. Employees and students are expected to cooperate in an investigation into a complaint of discrimination or sexual harassment.

Complaints Filed with Outside Agencies
The University acknowledges that individuals have rights to file charges with external agencies at any time within that agency's deadlines, and that those charges may be filed concurrently with complaints that are filed with the University in accordance with these procedures. The fact that a charge has been filed with an external agency will in no way deter an investigation by the University concerning the same or similar events, so long as the complaint is filed in a timely manner pursuant to these procedures.

Race, Color, Ethnicity, National Origin, Age, Genetic Information, Religion and Veteran Status
The California State University does not discriminate on the basis of race, color, ethnicity, national origin, genetic information, religion or veteran status in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination Kellie Garcia, Associate Vice President, Human Resources and Administrative Services has been designated to coordinate the efforts of California State University, Bakersfield to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at 9001 Stockdale Highway, ADM 104, Bakersfield, CA 93311, (661) 654-2266 (voice), (661) 654-6051 (tdd).

Disability
The California State University does not discriminate on the basis of disability in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. Janice Clausen, Director, Disability Services, has been designated to coordinate the efforts of California State University, Bakersfield to comply with all applicable federal and state laws prohibiting discrimination on the basis of disability. Inquiries concerning compliance may be presented to this person at 9001 Stockdale Highway, SA 140, Bakersfield, CA 93311, (661) 654-3360 (voice), (661) 654-6288 (tdd).

Sex/Gender/Gender Identity/Gender Expression/Sexual Orientation
The California State University does not discriminate on the basis of sex, gender, gender identity, gender expression or sexual orientation in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such discrimination. Kellie Garcia, Associate Vice President, Human Resources and Administrative Services has been designated to coordinate the efforts of California State University, Bakersfield to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at 9001 Stockdale Highway, ADM 104, Bakersfield, CA 93311, (661) 654-2266 (voice), (661) 654-6051 (tdd). The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

Title IX of the Education Amendments of 1972 protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and violence:

- **Sexual discrimination** means an adverse act of sexual discrimination (including sexual harassment and sexual violence) that is perpetrated against an individual on a basis prohibited by Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., and its implementing regulations, 34 C.F.R. Part 106 (Title IX); California Education Code §66250 et seq., and/or California Government Code §11135.
- **Sexual harassment** is unwelcome conduct of a sexual nature that includes, but is not limited to, sexual violence, sexual advances, requests for sexual favors, indecent exposure and other verbal, nonverbal or physical unwelcome conduct of a sexual nature, where such conduct is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the individual, and is in fact considered by the individual, as limiting the individual's ability to participate in or benefit from the services, activities or opportunities offered by the university. Sexual harassment also includes gender-based harassment, which may include acts of verbal, non-verbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.
- **Sexual violence** means physical sexual acts (such as unwelcome sexual touching, sexual assault, sexual battery and rape) perpetrated against an individual without consent or against an individual who is incapable of giving consent due to that individual's use of drugs or alcohol, or disability.

- See further information in *CSUB's* sexual violence prevention and education statement, which includes facts and myths about sexual violence at www.csub.edu/osrr/policies.shtml.

Whom to Contact If You Have Complaints, Questions or Concerns

Title IX requires the university to designate a Title IX Coordinator to monitor and oversee overall Title IX compliance. Your campus Title IX Coordinator is available to explain and discuss your right to file a criminal complaint (for example, in cases of sexual assault); the university's complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters. ***If you are in the midst of an emergency, please call the police immediately by dialing 9-1-1.***

Campus Title IX Coordinator:

Name: Kellie Garcia, Associate Vice President Human Resources & Administrative Services
Address (including email address):
9001 Stockdale Hwy, ADM 108B
Bakersfield, CA 93311-1099
kgarcia@csub.edu
Phone: (661) 654-3206
Office hours: Monday-Friday (8AM-5PM)

University Police Department

Address: 9001 Stockdale Hwy, 6PS
Bakersfield, CA 93311-1099
Phone: (661) 654-2111 or 911 from any CAMPUS phone, Available 24 hours, 7 days per week
Website: www.csub.edu/bas/police

U.S. Department of Education, Office for Civil Rights:

(800) 421-3481 or ocr@ed.gov
If you wish to fill out a complaint form online with the OCR, you may do so at: http://www2.ed.gov/about/offices/list/ocr/complaintintro.html.

Title IX requires the university to adopt and publish complaint procedures that provide for prompt and equitable resolution of sex discrimination complaints, including sexual harassment and violence. CSU Executive Order 1074 (http://www.calstate.edu/eo/EO-1074.pdf) is the systemwide procedure for all complaints of discrimination, harassment or retaliation ***made by students*** against the CSU, a CSU employee, other CSU students or a third party.

Except in the case of a privilege recognized under California law (examples of which include Evidence Code §§1014 (psychotherapist-patient); 1035.8 (sexual assault counselor-victim); and 1037.5 (domestic violence counselor-victim), any member of the University community who knows of or has reason to know of sexual discrimination allegations shall promptly inform the campus Title IX Coordinator.

Regardless of whether an alleged victim of sexual discrimination ultimately files a complaint, if the campus knows or has reason to know about possible sexual discrimination, harassment or violence, it must review the matter to determine if an investigation is warranted. The campus must then take appropriate steps to eliminate any sex discrimination/harassment, prevent its recurrence, and remedy its effects.

Safety of the Campus Community is Primary

The university's primary concern is the safety of its campus community members. The use of alcohol or drugs never makes the victim at fault for sexual discrimination, harassment or violence; therefore, victims should not be deterred from reporting incidents of sexual violence out of a concern that they might be disciplined for related violations of drug, alcohol or other university policies. Except in extreme circumstances, victims of sexual violence shall not be subject to discipline for related violations of the Student Conduct Code.

Information Regarding Campus, Criminal and Civil Consequences of Committing Acts of Sexual Violence

Individuals alleged to have committed sexual assault may face criminal prosecution by law enforcement and may incur penalties as a result of civil litigation. In addition, employees and students may face discipline at the university. Employees may face sanctions up to and including dismissal from employment, pursuant to established CSU policies and provisions of applicable collective bargaining unit agreements.

Students who are charged by the university with sexual discrimination, harassment or violence will be subject to discipline, pursuant to the California State University Student Conduct Procedures (see Executive Order 1073 at http://www.calstate.edu/eo/EO-1073.pdf or any successor executive order) and will be subject to appropriate sanctions. In addition, during any investigation, the university may implement interim measures in order to maintain a safe and non-discriminatory educational environment. Such measures may include: immediate interim suspension from the university; a required move from university-owned or affiliated housing; adjustments to course schedule; and/or prohibition from contact with parties involved in the alleged incident.

Additional Resources

- *CSUB's* sexual violence prevention and education statement, which includes facts and myths about sexual violence, at www.csub.edu/osrr/policies.shtml.
- U.S. Department of Education, regional office:
  Office for Civil Rights
  50 Beale Street, Suite 7200
  San Francisco, CA 94105
  (415) 486-5555
  TDD (877) 521-2172
- U.S. Department of Education, national office:
  Office for Civil Rights
  (800) 872-5327

- Know Your Rights about Title IX
  http://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html
  California Coalition Against Sexual Assault (http://calcasa.org/)
  1215 K. Street, Suite 1850
  Sacramento, CA 95814
  (916) 446-2520
- Domestic and Family Violence, Office of Justice Programs, United States Department of Justice
- National Institute of Justice: Intimate Partner Violence, Office of Justice Programs, United States Department of Justice
- National Domestic Violence Hotline: 1-800-799-SAFE (7233)
- Office of Violence against Women, United States Department of Justice
- Centers for Disease Control and Prevention: Intimate Partner Violence
- Defending Childhood, United States Department of Justice
- Local Community Resource Information:
  Name of Agency: Alliance Against Family Violence and Sexual Assault Outreach Center
  Address: 1921 19th Street, Bakersfield, CA 93301
  Phone: (661) 322-0931, 24 Hour Crisis Line: (661) 327-1091
  Office hours: Monday-Friday (8:30AM-5:30PM)
  Website: www.kernalliance.org/

Observance of Religious Holidays
The Academic Senate recognizes and welcomes the religious diversity of our student body. Further, the Academic Senate recognizes that, upon occasion, students' religious observances may conflict with course requirements (such as examinations) and requests all faculty to be sensitive to that fact and to make reasonable accommodations for those students.

POLICIES ON THE RIGHTS OF INDIVIDUALS

Campus Policy on Disruptive and Violent Behavior
California State University, Bakersfield is committed to creating and maintaining a safe working, learning, and social environment for all students, employees and visitors which is free from violence, threats, intimidation, hostile acts, and disruptive behavior.

Civility, understanding, and mutual respect toward all persons are intrinsic to the existence of a safe and healthy campus. Threats or acts of violence, or hostile, intimidating, or disruptive behavior not only impact the individuals concerned, but also the mission of the University. The University prohibits acts or threats of violence, and any person who commits such acts is subject to disciplinary action, and/or civil or criminal prosecution.

The University has zero tolerance for potentially violent or violent acts against any member of the campus environment, or against any property.

For the purpose of this policy, violence, threats of violence and other inappropriate behaviors include, but are not limited to:

- any act that is physically or emotionally assaultive; or
- any threat, behavior or action which is interpreted by a reasonable person to carry the potential of:
  –harm or endangering the safety of others;
  –resulting in an act of aggression; or
  –destroying or damaging property.

Established student, personnel, and public safety procedures will serve as the mechanisms for resolving such situations. Each incident will be taken very seriously and may be reported to, and records maintained in, the Office of Risk Management (SSS 109, 661-654-2066).

Members of the campus community are encouraged to report to the Public Safety Office, the appropriate school dean, or the employee's area supervisor, acts of violence, threats of violence or any other behavior which by intent, act or outcome could harm another person or property.

Individuals who severely disrupt classrooms, offices or common spaces may be removed from the campus. Deans may deny class enrollment to a student whose behavior compromises the learning environment. Formal sanctions may also be administered by the Coordinator for Student Discipline and Judicial Affairs.

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

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

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

Sexual harassment will not be tolerated by the university and may result in disciplinary action, up to and including termination or dismissal. Administrative personnel are available to answer questions or handle complaints by students, employees, student applicants or employee applicants. The names and office locations of sexual harassment counselors and respective administrative personnel are available in the Counseling Center and the Office of Personnel Services. Any employee who believes that this policy has been violated should promptly report the facts of the incident(s) and the person(s) involved.

Formal complaints alleging sexual harassment of employees or applicants for employment should be made to the Director of Personnel Services (ADM 108, 661-654-2266). Complaints involving sexual harassment of students should be made to the Ombudsman, located in the Counseling Center (HC, 661-654-3366). Such complaints will be investigated without delay in accordance with university procedures and appropriate action taken.

University Alcohol and Illicit Drug Policy (Philosophical Statement)

CSUB recognizes that the abuse of alcohol and other drugs is detrimental to the educational mission of the University, as well as to individual members of the University community and their families. All members of the University community have a stake in ensuring that alcohol is used in a responsible manner. To achieve this end, CSUB has developed a comprehensive approach to address potential and/or problems of substance abuse. This approach emphasizes the following components:

- Taking effective steps to create and maintain an environment conducive to educational growth for students faculty, and staff.
- Providing continual education, prevention, and intervention services along with referrals to community treatment facilities as needed.
- Encouraging students who are experiencing difficulties associated with alcohol and/or illicit drug use to seek an assessment, counseling, and other treatment services voluntarily with the understanding that assistance is confidential.
- Assessing university sanctions for the manufacture, distribution, use or possession of illegal drugs or the possession of alcohol which may include prosecution under applicable state and federal laws.

Student Policy on Alcohol

Only those university students 21 years of age or older may possess or consume alcoholic beverages at approved university-related functions or in designated locations on campus, and they must do so in a responsible manner. Students are expected to assume responsibility for their own behavior while drinking and must understand that being under the influence of alcohol in no way lessens their accountability to the university community.

- Students will not provide alcoholic beverages to anyone under 21 years of age.
- University-recognized student living units and events sponsored by university-recognized groups are governed by university policy concerning alcohol. Individuals and groups are expected to follow appropriate on-campus residential hosting guidelines.
- Alcoholic beverages may not be present at student organization recruitment efforts. The use of university funds to provide alcohol to students is prohibited.
- The intention to serve alcoholic beverages must be registered with the office or department administratively responsible for the facility or location where the event is to be held.

Violation of University policies concerning alcohol will result in appropriate disciplinary action. If a determination that a violation of the alcohol policy has occurred, by either an individual or a student organization, sanctions will be assessed. Such sanctions for a group or individual may include any of the following:

- Community Service
- Educational Sessions
- Denial of use of university facilities
- Social Probation
- Disciplinary Probation
- Revocation of recognition as a student organization
- Suspension from the university
- Expulsion from the university

If a determination is made that a student organization has violated the university alcohol policy, sanctions will be assessed by the Office of Student Activities. If a determination is made that a student is in violation of the university alcohol policy, sanctions will be assessed by the President or a designee.

In addition, if a determination that a violation of the alcohol policy has occurred by an individual student (group grievances are not permitted), that student has the right to file a nonacademic grievance. A student wishing to file a grievance should consult the Student Complaint and Grievance Procedure. Copies of the procedure are available in the Office of the Vice President of Student Services and the Office of the Dean of Academic Programs.

State and Federal Criminal Sanctions
Additionally, the university expects all students and student groups to comply with all current laws of the state of California and the city of Bakersfield. It is the responsibility of each student to be aware of, and to abide by, all state and local ordinances and university regulations. Current laws provide for severe penalties for violations, which may result in a criminal record. Students should note that state and local laws include but are not limited to, the following provisions:

- The purchase, possession or consumption of any alcoholic beverages by any person under the age of 21 is prohibited
- It is unlawful to provide alcohol to anyone under the age of 21
- Selling, either directly or indirectly, any alcoholic beverage except under the authority of a California Alcoholic Beverage Control Board license is prohibited
- Serving alcohol to an intoxicated person or to someone to the point of intoxication is prohibited
- Being intoxicated and disorderly in public is prohibited
- Driving a motor vehicle or a bicycle while under the influence of alcohol is prohibited

The following is a brief summary of the state and federal criminal sanctions that may be imposed upon someone who violates the alcohol policy at CSUB or elsewhere in the state of California:

- A violation of California law for the unlawful sale of alcohol may include imprisonment in the county jail for six months, plus fines and penalties
- A violation of California law for the use of alcohol by obviously intoxicated individuals will vary with particular circumstances but may include imprisonment in the county jail and substantial fines and penalties. Additionally, minors who are arrested for violations concerning the use of alcohol run the risk of having their driving privileges suspended or revoked until they are 18 years of age

The Department of Public Safety is responsible for enforcement for all unlawful possession, use, and/or sale of alcohol.

Student Policy on Illicit Drugs
CSUB prohibits the possession, use, and/or sale of narcotics, marijuana, and/or other illicit drugs. Violation of university policies concerning illicit drugs shall result in appropriate disciplinary action up to and including suspension or expulsion from the university, and in the case of organizations, loss of recognition. The following is a brief summary of the state and federal criminal sanctions that may be imposed upon someone who violates the illicit drug policy at CSUB or elsewhere in the state of California:

- A violation of California law for the possession, use, and/or sale of narcotics, marijuana, and/or other illicit drugs includes imprisonment in the county jail or state prison for one to nine years, plus fines up to $100,000 for each count
- A violation of federal law for the possession, use and/or sale of narcotics, marijuana, and/or other illicit drugs may include imprisonment in a federal penitentiary for one to fifteen years plus substantial financial penalties
- A violation of the law involving an individual being under the influence of a combination of alcohol and drugs (itself potentially fatal), may result in an increase in criminal sanctions and penalties

The Department of Public Safety is responsible for enforcement for all unlawful possession, use, or distribution of illicit drugs.

Counseling and Intervention Services
Any student, who is concerned about problems resulting from his/her use of alcohol and/or other drugs, is encouraged to seek assistance from the Student Health Center and Counseling Center. Students will receive an initial counseling assessment, and a referral will be provided, when appropriate, to a community treatment agency for diagnosis and treatment. In addition, regular Alcoholics Anonymous meetings are held on campus.

CSUB is an institution of higher education which complies with the Drug-Free Schools and Campuses Regulations of 1989, which states that "as a condition of receiving funds or any other form of financial assistance under any federal program, an institution of higher education must certify that it has adopted and implemented a program to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students."

Therefore, for the benefit of all students, California State University, Bakersfield will strive to maintain an environment free of alcohol and substance abuse.

Career Placement
The Center for Community Engagement & Career Education 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. Any such data provided must be in a form that does not allow for the identification of any individual student. 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 system.

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 campus. It is not possible in a publication of this size to include all of the rules, policies and other information that pertain to students, 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 as, 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 that apply to students. This catalog does not constitute a contract or the terms and conditions of a contract between the student and the campus or the California State University. The relationship of students to the campus and the California State University is one governed by statute, rules, and policy adopted by the Legislature, the Trustees, the Chancellor, the Presidents and their duly authorized designees.

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) set out requirements designed to protect students' privacy in their records maintained by the campus. The statute and regulations govern access to certain student records maintained by the campus and the release of such records. The law provides that the campus must give students access to most records directly related to the student, and must also provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student's written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statute and the regulations. Copies of these policies and procedures may be obtained at Vice President for Student Affairs' Office. Among the types of information included in the campus statement of policies and procedures are: (1) the types of student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" may include the student's name, address, telephone listing, electronic mail address, photograph, 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, grade level, enrollment status, degrees, honors, and awards received, and 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 what information the student requests not be released. Written objections should be sent to Vice President for Student Affairs' 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 have responsibilities in the campus's academic, administrative or service functions and have reason for accessing student records associated with their campus or other related academic responsibilities. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of the accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student is transferring).

RIGHTS AND RESPONSIBILITIES OF STUDENTS

Academic Integrity

The principles of truth and integrity are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized

assistance and without giving unauthorized assistance. Faculty has the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be encouraged and positively reinforced.

There are certain forms of conduct that violate the university's policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the submission of the same, or essentially the same paper or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses.

When a faculty member discovers a violation of the university's policy of academic integrity, the faculty member is required to notify the Office of Student Rights and Responsibilities and the student(s) involved. A course grade of 'F' may be assigned or another grade penalty may be applied at the discretion of the course instructor. Additional disciplinary sanctions are determined by the Director of the Office of Student Rights and Responsibilities. Disciplinary sanctions may include disciplinary probation, suspension, permanent expulsion from the university or from the California State University system, administrative hold on the release of records, and withholding a degree. Disciplinary probation shall be noted on the student's formal academic record only for the duration of the probationary period. Disciplinary suspension of more than one academic year and expulsion are a part of the student's permanent record.

The student may pursue a formal hearing or make a settlement agreement with the Director of the Office of Student Rights and Responsibilities. The Office of Student Rights and Responsibilities shall conduct an investigation, confer with the faculty member, students and any witnesses identified, and review all evidence. The student is entitled to a formal hearing scheduled by the Office of Student Rights and Responsibilities, in which the evidence of the alleged violation shall be presented before an impartial Hearing Officer (appointed by the President) and the student shall be present to provide an explanation or defense. The Hearing Officer shall submit a written report to the President containing the findings, conclusions, and recommendations. Alternatively, a settlement agreement may be made with the Office of Student Rights and Responsibilities. The settlement agreement will specify the disciplinary sanctions, the length and terms of disciplinary probation or suspension, and the conditions the student is expected to meet in order to remain in good standing (e.g., training or regular meetings with the Office of Student Rights and Responsibilities). All sanctions are reported to the instructor reporting the incident, the student's Chair, and the student's Dean.

Any repeated violation of academic integrity shall result in more serious academic sanctions. Normally, this will include suspension or expulsion from the university with a note on the student's permanent record.

Academic Freedom

Freedom to pursue truth and to achieve personal and intellectual development is essential to CSUB's community of scholars. The University is firmly committed to such freedom for both students and faculty. Academic freedom is the University's guarantee of freedom of expression by all students and faculty under the First Amendment.

For the achievement of academic freedom, a necessary condition for such pursuit is an acceptance of the spirit of inquiry and appreciation for diverse ideas, viewpoints, cultures, and life-styles. Acceptance must be demonstrated not only in the classroom but in all other areas of the campus. The achievement of academic freedom, however, must occur within a respect for law and the protection of the opinions and dignity of others.

Civility and Respectful Conduct

The classroom is essential for the achievement of academic freedom, the pursuit of truth, and the development of students. Because of its importance, students are expected to exhibit respect for the views of others, the professionalism of the instructor, and the goals of academic freedom whenever they are in the classroom.

Faculty is obligated to recognize and respect student diversity, ideas, perceptions, and opinions. At the same time, faculty has a fundamental responsibility to maintain the integrity of the learning environment. When confronted by unreasonable disruption in the classroom, faculty is expected to initiate actions to correct such conditions. Such actions may result in disciplinary action ranging from removal from the classroom to formal disciplinary sanctions, including probation, suspension, or expulsion.

Financial Responsibility

The Student Financial Responsibility Act (AB 521, now California Education Code Section 99030) specifies that all CSUB students are expected to accept personal responsibility for all debts incurred, whether they are owed to the university, local businesses, or another person. Students who become so indebted financially that they are unable to make expected

monthly payments on their debt should contact the Counseling Center (Health Center, 661-654-3366) to receive advice and possible referral for additional financial counseling and debt restructuring.

Credit Cards

The Student Financial Responsibility Act (AB 521, now California Education Code Section 99030) also specifies the following policies regulating the marketing practices of vendors offering credit cards to students on campus:

1. Vendors offering credit cards to students on campus shall register with campus administration through Academic Scheduling (EDUC 239, 661-654-2285) to schedule an approved site on campus for their marketing efforts.
2. No more than two (2) vendors shall be allowed on campus at the same time for marketing credit cards to students.
3. Vendors marketing credit cards to students on campus shall be prohibited from offering gifts of any kind, regardless of monetary value, to students as an incentive for completing credit card applications.

Students are encouraged to exercise caution and "due diligence" before completing any credit card application, especially from vendors offering credit cards. Before completing any credit card application, students are reminded to ask questions about interest rates on any unpaid balance, likely changes to interest rates over time, and "grace period" allowed before interest is applied to the unpaid balance.

STUDENT CONDUCT

Title 5, California Code of Regulations, § 41301. Standards for Student Conduct

(a) Campus Community Values

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

(b) Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following are the grounds upon which student discipline can be based:

(1) Dishonesty, including:
   (A) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
   (B) Furnishing false information to a University official, faculty member, or campus office.
   (C) Forgery, alteration, or misuse of a University document, key, or identification instrument.
   (D) Misrepresenting one's self to be an authorized agent of the University or one of its auxiliaries.

(2) Unauthorized entry into, presence in, use of, or misuse of University property.

(3) Willful, material and substantial disruption or obstruction of a University-related activity, or any on campus activity.

(4) Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.

(5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.

(6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.

(7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.

(8) Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

(9) Use, possession, manufacture, or distribution of illegal drugs or drug- related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.

(10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.

(11) Theft of property or services from the University community, or misappropriation of University resources.

(12) Unauthorized destruction, or damage to University property or other property in the University community.

(13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
(14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
(15) Misuse of computer facilities or resources, including:
  (A) Unauthorized entry into a file, for any purpose.
  (B) Unauthorized transfer of a file.
  (C) Use of another's identification or password.
  (D) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
  (E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.
  (F) Use of computing facilities and resources to interfere with normal University operations.
  (G) Use of computing facilities and resources in violation of copyright laws.
  (H) Violation of a campus computer use policy.
(16) Violation of any published University policy, rule, regulation or presidential order.
(17) Failure to comply with directions or, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.
(18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.
(19) Violation of the Student Conduct Procedures, including:
  (A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.
  (B) Disruption or interference with the orderly progress of a student discipline proceeding.
  (C) Initiation of a student discipline proceeding in bad faith.
  (D) Attempting to discourage another from participating in the student discipline matter.
  (E) Attempting to influence the impartiality of any participant in a student discipline matter.
  (F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.
  (G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.
(20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

(c) Procedures for Enforcing This Code

The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

(d) Application of This Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHTS LAW

Anyone who is found to be liable for copyright infringement may be ordered to pay either actual damages or "statutory" damages between $750 and $30,000 per work infringed. In the case of a "willful" infringement, a court may award up to $150,000 per work infringed. Courts also have discretion to award costs and attorneys' fees to the prevailing party. (See 17 U.S.C. §§504 & 505.) Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. (See 17 U.S.C. §506 & 18 U.S.C. §2319.)

Title 5, California Code of Regulations, § 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.

Extended University Division
Dean: Craig W. Kelsey
Dean's Office: Business Development Center, Building C
Telephone: (661) 654-2441
email: eud@csubak.edu
Website: www.csub.edu/eud

The University provides access to higher education and lifelong learning beyond the traditional patterns of campus-based programs supported by taxpayers. This responsibility is assigned to the Extended University Division (EUD). It administers a variety of self-supported degree programs, courses, workshops, seminars, and conferences for members of the community who seek to expand their interests, to improve and broaden their professional preparation, or to further their University degree aspirations. The Division's activities are frequently organized in cooperation with school districts, governmental agencies, nonprofit organizations, professional associations, and other such agencies to effectively offer programs that meet community needs. The EUD's website contains detailed, up-to-date information on programs, policies, and fees.

ADMISSION

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

TYPES OF COURSE OFFERINGS

The EUD offers two types of credit and it offers courses under two designations. Courses can earn quarter units, continuing education units (CEUs), or non-credit. Courses earning quarter units are applicable to academic degree programs. It often will be important to the enrollee that he or she understand whether or not a course is applicable to the residency requirement for a CSUB-conferred degree. Each EUD course is designated as being offered through Extension or Special Session. Special Session offerings count toward CSUB's residency requirement for academic degrees. CSUB degree programs have a minimum residency requirement of 45 units for the baccalaureate and 32 units for a 45-unit Master's degree. Summer session, winter intersession, Open University, online degree programs, and academic programs offered at remote sites are examples of Special Sessions applying toward residency requirements. There are limits to the amount of academic credit earned in the Open University Special Session that can be applied to a CSUB degree, so nonmatriculated students intending to earn a degree are encouraged to apply for admission to the university during their first quarter of Open University. Extension courses carrying academic credit are treated much like courses transferred in from other universities-they can be used to satisfy degree requirements, but their use is limited and they cannot count toward the residency requirement. Students may use up to 36 Extension units toward Bachelor's degree requirements and up to 13 Extension units toward a Master's degree. Units completed by correspondence or DANTES (Defense Activity for Non-Traditional Educational Support) apply toward these same limits.

TYPES OF PROGRAM OFFERINGS

Regional and Online Programs
These programs can be provided at specific sites through traditional classroom instruction, video, online web-based programming, or hybrids. Regional programs may include the delivery of regular academic courses, complete undergraduate or graduate degrees, and certificates for professional or personal development. Online degree programs are accessible throughout the world.

Intersession
Courses falling between fall and winter quarters are closely aligned with regular on-campus classes and generally afford the student regular residence credit that does not count against the above-mentioned unit ceilings for transferability into degree programs.

Open University
Nonmatriculated students have the opportunity to concurrently enroll in regular University classes through EUD on a space available basis after the student obtains approvals from the instructor and other offices. There is no additional fee for out-of-state students. Coursework completed through the Open University carries special session residence credit but there is a ceiling on the number of Open University units transferable into degree programs.

Contract Credit
Degree credit or continuing education units can be posted to CSUB transcripts for courses where the instructor is paid by other programs or institutions. Approval by the overseeing academic department and school dean at CSUB is required for degree credit. Degree courses posted to transcripts through contract credit are considered Extension courses. They do not carry residence credit and count against the unit ceilings for transferability into degree programs.

Regular Extension Courses
The EUD can offer courses carrying degree credits through Extension. An example would be a certificate program whose courses carry academic credit. As mentioned above, these courses count against the unit ceilings for extension,

correspondence, and DANTES transferability into degree programs. The acceptability of courses toward major or minor concentrations is subject to approval of the department and school dean within whose academic area the course falls.

Non-credit
Courses earning either continuing education units (CEUs) or non-credit are considered non-credit courses. They are usually of professional, personal, or general interest and are designed in response to identified community needs. Courses often are bundled into certificate programs. Special courses and programs designed for re-licensure or other forms of continuing education are offered.

DEGREE AND CERTIFICATE PROGRAMS

Degree Programs
The EUD currently is authorized to deliver to remote sites the following degree programs: MS in Administration; MA in Education; MPA; BS in Environmental Resource Management; BA in Liberal Studies; BA in Communications with an option in Public Relations or Journalism; BA in English and BA in Sociology. All but the MS in Administration, BS in Environmental Resource Management, and MA in Education are currently offered in Santa Clarita. The BS in Environmental Resource Management, MA in Education, and MS in Administration are offered online. The MPA program is currently offered in Lancaster. Remote students also may request approval to customize the Special Major (BA) to meet unique needs.

Certificate Programs
The EUD designs and offers certificate programs for individuals seeking formal recognition for completing a specialized program of study. Typically, the certificate programs offered through EUD are not available through regular University program offerings. Some of the Certificate Programs are offered in the Antelope Valley and/or via distance learning technologies. Programs are continuously updated, deleted, and added. Current programs include:

- Advanced Family Law
- Attorney Assistant
- Drug and Alcohol Studies
- Human Resource Management
- Project Management
- Safety and Risk Management
- TESOL Post Baccalaureate Certificate
- Workers' Compensation Law

Fees
Course fees must be set at levels to enable programs to be self-supporting, since the State of California does not provide financial resources to support EUD instructional programs. Over the years, fees for degree courses have been somewhat higher than those charged for regular in-state residents, but lower for students who are not California residents. Course fees vary considerably based on the type of program, location, and other factors. All fees are subject to approval by the CSUB Fee Committee. The Board of Trustees of the California State University System governs refund policies. Financial aid may be available for qualified students enrolled in Special Sessions degree programs.

The Intensive English Language Center (IELC)
The IELC prepares international undergraduate and graduate students for successful academic study in American colleges and universities. Experienced ESL instructors teach all IELC classes. Class sizes are small with individual attention given to each student.

The Center offers four sessions throughout the year. The non-credit Extension courses meet daily with at least 23 hours of instruction per week. Classes are given in reading and vocabulary, writing and grammar, and listening and speaking, including pronunciation. Elective courses are offered in American culture, academic study skills and TOEFL preparation. A computer lab and a listening lab are available to the students to reinforce language skills. The summer session provides courses for graduate and undergraduate students who have already been accepted at the university and want to improve their English language skills. Attention is given to academic writing, textbook reading, and oral presentation. For more information about programs offered by the Intensive English Language Center, call 661-654-2014, email ielc@csub.edu, or visit the office in Modular East Complex, Room 211.

CSUB Antelope Valley Education Center
Administrator: Craig W. Kelsey, Ph.D., Interim Associate Vice President, Professor of Public Administration
Address: 43909 30th Street West, Lancaster, CA 93536-5426
Telephone: (661) 952-5000
email: csubav@csub.edu
Website: www.csub.edu/AV/

General Information
California State University, Bakersfield operates two facilities in the Antelope Valley. One on the northeast corner of Antelope Valley College (AVC, J-8 and 30th St West) and at the Lancaster University Center (LUC, Division and Ave. I). The campus provides the residents of the Greater Antelope Valley academic degree programs leading to a Bachelor degree in a small number of disciplines, and the ability to obtain a Masters degree in a few areas, without leaving the community. This cooperative arrangement between two segments of California's public higher education system enables students who complete an Associate of Arts or Associate of Science program at a community college to continue their academic studies at state resident rates. All programs offered at CSUB-*AV* are fully accredited by the Western Association of Schools and Colleges and are an integral part of the curricula of California State University, Bakersfield.

Admission Procedures and Policies at CSUB-*Antelope Valley* (CSUB-*AV*)
Students interested in attending CSUB-*Antelope Valley* to pursue a degree program must apply for admission online at www.csumentor.edu, pay the application fee, submit official transcripts from all previously attempted college work, and in some cases, submit official high school transcripts with ACT or SAT scores.

Once you are admitted to CSUB-*AV,* you will meet with an advisor and attend an orientation session prior to being allowed to register for classes. Although the Records Office at the Bakersfield site of CSUB is responsible for the registration process and academic record keeping, you will register using online systems. This means that you must have all prerequisites officially recorded for any course you request. The CSUB-*AV* Front Desk and Advising staff is available for students having registration questions or problems.

Students may access their *myCSUB* on the campus web site (www.csub.edu) to obtain information about status of the application for admission, financial aid, class registration, billing for fees, and review of final grades by using the same set of procedures and menus used for online registration.

The University Bookstore and CSUB-*AV* front desk sell the University catalog, which is also available on the campus website. The schedule of classes is provided online by the fourth week of the preceding quarter, with advanced tentative year-long schedules routinely available from departments.

Academic Programs
Course offerings are designed to accommodate the diverse needs of students, using a variety of teaching environments (ITV, on-line, and in-person) scheduled weekday mornings, afternoons, and some evenings, as well as occasionally on weekends.

CSUB-*AV* is a degree completion campus, offering only upper division courses for major degree requirements. Baccalaureate degree programs are completed through 2+2 programs articulated with community colleges of the Greater Antelope Valley. Baccalaureate degree programs offered include:
- Bachelor of Science in Business Administration
- Bachelor of Arts in Child, Adolescent, and Family Studies
- Bachelor of Arts in Communications
- Bachelor of Arts in Criminal Justice
- Bachelor of Arts in Liberal Studies
- Bachelor of Science in Nursing (RN to BSN on-line only)
- Bachelor of Arts in Sociology

The School of Social Sciences and Education also offers the Master of Arts degree in Educational Administration. School credentials are offered in multiple subject (elementary), single subject (secondary), Special Education (mild/moderate and moderate/severe), and educational administration. The Master of Business Administration (MBA) is also available.

Information about each major is available from the CSUB-*Antelope Valley* Advising office located at the AVC site and on the home pages for CSUB academic departments and programs.

Student Services
The range of services provided by CSUB-*Antelope Valley* includes new student orientations, heath services, student activities, computer labs, and library services.

Although each student must see an advisor annually, two weeks are set aside each quarter to obtain academic advising in preparation for next quarter of course registration. Academic and Peer Advisors are available by appointment at the CSUB*AV* Office. Consulting with an advisor, registering on one's priority date, and paying fees by the due date usually assure getting the classes' students want and need.

Students at CSUB-*Antelope Valley* may apply for grants, loans, work-study, and scholarships. The Office of Financial Aid and Scholarships administers some 20 different financial aid programs to enable students without adequate finances to attend the Campus. Veterans' education benefits are provided to students who qualify. Financial aid counselors are available via the phone and visit the campus monthly to provide information and guidance concerning the financial aid application and delivery process. The Office of Financial Aid and Scholarships home page has additional information concerning the financial aid process.

CSUB-*Antelope Valley* also serves students with disabilities, consistent with existing and emerging legislation and regulations (Section 504 of the Federal Rehabilitation Act of 1973). Students with documented disabilities are entitled to receive approved accommodations, modifications, and auxiliary aids that will enable them to participate in and benefit from all educational programs and activities offered through CSUB-*AV*. Available services include alternate format materials, alternate testing accommodations, assistive technology and adaptive equipment, learning disability assessment, note taking, sign language interpreters, readers and scribes, and taped textbooks. Disability packets and requests for services for students with disabilities are available at the CSUB-*AV* Office.

The Walter W. Stiern Library has more than 60 electronic journal databases selected to support CSUB and CSUB-*AV* majors. Of particular interest to CSUB-*AV* students are the Distance Services request form, electronic course reserves, the Library catalog, Reference resources, and Ask a Librarian chat reference. All are accessible from any computer with an Internet connection via the Library home page (www.csub.edu/library). A Runner ID number is required to access most of these resources when off campus. Library books may be requested by clicking on Distance Services and inserting the appropriate information in the boxes. They are shipped to the Strata Learning Resource Center (Bldg 500), usually within three business days. Research assistance can be obtained by contacting the CSUB-*AV* librarian at 661-952-5072, coming to the Strata Learning Resource Center, or through e-mail at kholloway2@csub.edu.

The Academic Advancement Center, operating under the aegis of Educational Support Services, provides an academic support program that is available to students experiencing difficulties or simply interested in strengthening their academic skills through tutoring. Tutoring services provided by the Academic Advancement Center are offered at the CSUB-*AV* in offices adjacent to the Strata Learning Resource Center.

Additional information on each service is available by contacting CSUB-*AV* or perusing our home page www.csub.edu/av.

Division of Academic Programs
Associate Vice President: Dr. Carl Kemnitz
Division Office: Education Building, 242
Telephone: (661) 654-3420
email: ldirkse@csub.edu
Website: http://www.csub.edu/academicprograms/undergrad/

Division Description
The Division of Academic Programs at California State University, Bakersfield is unique in the California State University system. It is designed to insure that the classroom and non-classroom portions of the students' University experiences complement each other.

The Division offers special General Studies courses and CSUB courses. The General Studies courses are one- or two-unit courses which focus on material unavailable in the academic departments (i.e. Test Anxiety, Study Skills Development, Peer Counseling, Career/Job Search) and on topics in which lower division students express an interest. The course format is always informal and conducive to student-faculty exchange. The course descriptions are listed at the end of this section.

The University Honors Program
The university offers a four-year honors program to incoming freshmen and a two-year program to transfer students. It includes the following academic and extracurricular advantages: a series of special honors-only general education classes taught by the university's best faculty members; priority at registration time; Helen Louise Hawk Honors scholarships; senior honors seminars in which students complete a project under the direct supervision of a professor in their major discipline; personalized academic and career advising; travel/ education opportunities; a fully equipped honors lounge; and frequent social events that help develop a sense of camaraderie and mutual support among the participants.

Unlike most "honors" classes taught at the high school level, CSUB's honors courses are not graded more severely than non-honors classes. Nor are honors students asked to take any extra courses as a result of being in the program (except for one senior-year Independent Study Seminar), since each of the honors classes satisfies one of the lower- or upper-division general education requirements. Students who complete the entire four-year honors program will receive credit for this achievement on their transcripts, recognition in the graduation program, and a lovely engraved silver and gold four-year honors medals to be worn at graduation.

Information regarding the University Honors Program is available from Dr. Michael Flachmann, Professor of English and Director of University Honors Programs (FT 201D, 654-2121), or from the Office of the Associate Vice President for Academic Programs (EDUC 242, 654-3420).

The First-Year Experience Program
The CSUB First-Year Experience program has been developed as an integrated one-year program for undergraduate students in "transition." The first-year Resources for Undergraduate Success & High-Achievement (RUSH-A) Program was created as a part of the organizational culture committed to **excellence in the quality of the student experience and community engagement.**

Mission
To build, nurture and sustain a vibrant educational community at CSUB committed to academic and personal success of undergraduate students "in transition": first-year college students, transfer students, and re-entry students.

First-Year Experience Program Goals
1. To assist students "in transition" to acquire essential academic information, gain necessary technical skills, and access needed academic support services at CSUB (LEARN).
2. To assist students "in transition" to become actively engaged with CSUB through faculty "passions for the academy" (ENGAGE).
3. To provide students "in transition" structured opportunities to become actively involved with the diverse leadership of CSUB as a "student ambassador" (SERVE). The course descriptions for the CSUB courses (101/301, 103/303, 105/305) are listed at the end of this section.

California Pre-Doctoral Program (Sally Casanova)
The program is designed to increase the pool of university faculty by supporting the doctoral aspirations of individuals who are: current upper division or graduate students in the CSU, economically and educationally disadvantaged, interested in a university faculty career, U.S. citizens or permanent residents, and leaders of tomorrow.

Students who are chosen for this prestigious award are designated Sally Casanova Scholars as a tribute to Dr. Sally Casanova, for whom the Pre-Doctoral scholarship is named. These scholars are exposed to unique opportunities to explore and prepare to succeed in doctoral programs. CSU and UC faculty members are an integral component of this program as they work closely with scholars to prepare them for graduate studies.

Working one-on-one with faculty members from both CSU and doctoral-granting institutions, students receive funding for activities such as:
- participation in a summer research internship program at a doctoral-granting institution to receive exposure to the world of research in their chosen field
- visits to doctoral-granting institutions to explore opportunities for doctoral study

- travel to a national symposium or professional meeting in their chosen field
- Graduate school application and test fees

Information regarding the California Pre-Doctoral Program (Sally Casanova) is available from the Office of the Associate Vice President for Academic Programs (EDUC 242, 654-3420).

Service Learning
Many faculty at CSUB have developed service learning components that are integrated into their courses. Students enrolled in such courses have the opportunity to be placed with a community organization in the private, public, or non-profit sector. The Center for Community Engagement and Career Education (CECE) works cooperatively with faculty to facilitate real world experiences in support of classroom learning. Students gain professional knowledge and skills and develop valuable relationships in the community through service learning while completing academic courses. For more information about Service Learning, please contact CECE at www.csub.edu/cece or 661-654-3033.

Community Service Program
The Community Service Program includes a series of General Studies courses GST 207A, B, and C in which students receive 2 units of credit for variable hours of community service per quarter, with a total of 6 units available through the three courses. Most of the "class activities" for GST 207A, B, and C, are completed online via Blackboard. The course does include a mandatory orientation and attendance at two class sessions. Placements are identified using the RunnerLink system available at www.csub.edu/cece. Community service is designed to provide direct experience with appropriate professionals, while improving the quality of life in the community.

Students interested in community service should contact the Center for Community Engagement & Career Education at 661-654-3033 or by visiting www.csub.edu/cece.

Academic Internship Programs and Volunteer Opportunities
Students can receive academic credit for employment or non-paid service that is directly related to their academic discipline. The Center for Community Engagement & Career Education works cooperatively with academic departments to place students who are in good academic standing at a qualifying internship site. Students register for internship credit in a discipline-based course with the units based on the number of hours worked. The faculty sponsor in the student's major field of study is the instructor of record for the internship course. Students can also receive academic credit for volunteering at qualifying agencies through the Community Service Learning course series, (GST 207A-C). Students can review volunteer and internship opportunities in the career services management system, RunnerLink, available at www.csub.edu/cece.

Students interested in volunteer and internship opportunities should contact the Center for Community Engagement & Career Education at 661-654-3033 or by visiting www.csub.edu/cece.

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

All students who are in good academic standing are eligible to apply for Cooperative Education. Academic credit, on a credit, no-credit basis, is awarded through enrollment in either General Studies or discipline-based Cooperative Education courses.

Students interested in volunteer and internship opportunities should contact the Center for Community Engagement & Career Education at 661-654-3033 or by visiting www.csub.edu/cece.

Credit for Prior Experiential Learning
The University grants units of credit for learning, knowledge, or skills-based experience that has been documented and evaluated according to campus policy. Students should be aware, however, that policies for earning credit for prior learning vary from campus to campus in the CSU.

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 Credit for Prior Experiential Learning:

a. Students shall not be awarded Credit for Prior Experiential Learning until they have completed 30 quarter units in residence.
b. Credit for Prior Experiential Learning shall not count as resident credit and shall be awarded only on a credit, no-credit basis;
c. Credit for Prior Experiential Learning shall not exceed 20 quarter units;
d. Only undergraduates are eligible to receive Credit for Prior Experiential Learning, and the credit may not count for post-baccalaureate credit;

Students interested in pursuing this option should consult with the appropriate school dean or department chair. Forms are available from the Academic Programs office (EDUC 242, 661-654-3420).

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.

CONCENTRATION IN CHICANO/A STUDIES

Program Coordinator: Anthony Nuño
Program Office: Business Development Center, A255
Telephone: 661-654-6799
email: anuno@csub.edu
Website: www.csub.edu/chicanostudies/

Program Description
The interdisciplinary concentration in Chicano/a Studies is a more inclusive alternative to the Chicano/a Studies Minor and provides an opportunity for students to develop an awareness of concepts and theories pertaining specifically to the contemporary Chicano/a, as well as the educational, historical, and sociological foundations of Chicano/a 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/a 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/a Studies has been successfully completed.

Individuals who already have a baccalaureate or higher degree may obtain a *Certificate in Chicano/a 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/a Studies Committee to have credits previously earned accepted in replacement of equivalent courses approved for the concentration.

Requirements for the Concentration in Chicano/a Studies
Satisfactory completion of nine courses approved for the concentration and selected in consultation with the student's advisor and/or coordinator of the Chicano/a Studies Committee. No more than four courses may be selected from the same department.

1. Three of the seven courses will be those listed on page 96 as required courses for the Chicano/a Studies Minor.
2. Six elective courses chosen from those listed on page 96 for the Chicano/a Studies Minor.

ENVIRONMENTAL STUDIES

Program Coordinator: Dirk Baron
Program Office: Science II, Room 273
Telephone: 661-654-3027
email: geology@csub.edu
Website: www.csub.edu/Geology

Program Description
The Department of Geological Sciences offers a degree concentration in Environmental Studies that integrates classroom studies and practical problem-solving with a 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.

Interested students should contact the Geological Sciences Program Coordinator for additional information.

INTERDISCIPLINARY MINORS

Interdisciplinary minors, like minors in individual departments, consist of a minimum of 20 units. The work in each interdisciplinary minor is supervised by a faculty committee headed by a chair person. A student planning an Interdisciplinary minor should select the courses to constitute that minor in consultation with the coordinator of the appropriate committee as well as with his/her major department.

ASIAN STUDIES MINOR

Program Coordinator: Stafford Betty
Program Office: Modular East II, 309
Telephone: 661-654-3155
email: sbetty@csub.edu

Program Description
The purpose of the interdisciplinary minor in Asian Studies is to provide students with an opportunity to study the cultures of both 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.

Requirements for the Minor in Asian Studies (20 units)

1. 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:
   a. CAFS 320, CHIN 101 or 102 or 103, ECON 311, HIST 222, 421, 422, 423, 424, 425, 426, PHIL/RS 343, PLSI 208, 308, 322, RS 111, 320, 321, 323, SOC 336

Students interested in the minor are also directed to the 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 taken at other institutions, including language courses will also be accepted.

BLACK STUDIES MINOR

Program Coordinator: Alemseghed Kebede
Program Office: Dorothy Donahoe Hall, AA206
Telephone: 661-654-2306
email: akebede@csub.edu

Program Description

The purpose of the Black Studies Minor is to provide an 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 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.

Requirements for the Minor in Black Studies (20 units)

1. Courses for the Black Studies Minor are offered in eight areas. The minor requires four courses from three different departments, as follows:
   a. HIST 465 or 466
1. **Optional Courses** (Select three from the following):
   b. 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: ANTH 250, EDCI 588, ENGL 207, 364, 469, HIST 250, 437, PLSI 377, SOC 327, 337, 440

CHICANO/A STUDIES MINOR (See Chicano/a Studies Concentration for program description.)

Program Coordinator: Anthony Nuño
Program Office: Business Development Center, A255
Telephone: 661-654-6799
email: anuno@csub.edu
Website: http://www.csub.edu/chicanostudies/minor.shtml

Requirements for the Minor in Chicano/a Studies (20 units)

1. **Three courses from the following** (one from each group):
   a. HIST 468
   b. SOC 327 or 335 or PLSI 329
   c. SPAN 425 or 420 or 426
2. **Elective Courses (**Select one additional course from the following):
   d. ANTH 350, HIST 435, 436, 441, 442, 443, PLSI 324, SPAN 303, 416, 419, 424, 495, SOC 328 or **other** course approved individually by the Committee.

ETHICS MINOR

Program Coordinator: Liora Gubkin
Program Office: Faculty Towers, 103E
Telephone: 661-654-2314
email: lgubkin@csub.edu

Program Description

The Ethics Minor incorporates a range of courses that 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. The courses are intended to help students analyze ethical issues, apply ethical theories to concrete situations, and evaluate ethical arguments. Students majoring in such programs as business, nursing, public administration, and health sciences, or pursuing some pre-professional course of study such as pre-law, pre-engineering, or pre-medicine will find tools learned through the minor to be of direct benefit in daily decision-making. Such students will also find that future employers and professional schools will greatly appreciate this course of study.

Requirements for the Minor in Ethics (20 units)

1. PHIL 101
2. Three courses from the following list, at least two of which must be from different programs: BA 374, COMM/PHIL 317, ECON 305, ENGL 395, INST 348, 369, PLSI/PHIL 333, PHIL 316, 432, 435, 478, 496, SCI 350B, SOC 450

FILM AND MODERN ART MINOR

Program Coordinator: Mary Slaughter
Office: Business Development Center, 227A
Telephone: 661-654-6346
email: mslaughter@csub.edu

Program Description
The purpose of the Film and Modern Art Minor is to provide students with the opportunity to study a crucial aspect of the twentieth century in depth: the influence of modernist aesthetics and culture on the visual arts. The minor is designed to enhance students' appreciation of modern art, its background, and its major movements: Constructivism, Cubism, Expressionism, Futurism, Impressionism, Post-Impressionism, and Surrealism. By studying also the history of avant-garde as well as commercial films, and taking cognate courses in related disciplines, students will be able to chart connections between disparate aesthetic forms and gain insight into the relationship between the visual arts and their time.

Requirements for the Minor in Film and Modern Art (20 units)
1. To complete the minor, the student must take four courses, three of which are upper division. All students must take the following two courses:
   a. ART 483, ENGL/COMM 460
2. The remaining two courses may be selected from the following (of which one only may be lower division):
   b. ART 101, 202, 484, COMM 240, HIST 206, 309, MUS 483, PLSI 218, THTR 385

It is the student's responsibility to satisfy the lower division requirements for any upper division course in this minor. Please check the CSUB Catalog for prerequisites. Students may apply either HIST 206 or 309 to the minor, but not both.

LATIN-AMERICAN STUDIES MINOR

Program Coordinator: Gonzalo Santos
Office: Dorothy Donahoe Hall AA205
Telephone: 661-654-2191
email: gsantos@csub.edu

Program Description
Four courses from the list below are required for the Latin-American Studies Minor. Students may petition the Latin American Studies Committee prior to taking a non-listed course to have it considered for acceptance for the minor.

Requirements for the Minor in Latin-American Studies (20 units)
1. **Select four courses from the following; must be distributed across at least three departments:**
   a. ANTH 251, 350, 370, HIST 340, 435, 436, 437, 441, 442, 443, PLSI 309, 324, SOC 334, 335, 439, 450, SPAN 303, 416, 419, 424, 427 or 428

SOCIAL GERONTOLOGY MINOR

Program Chair: T. Ken Ishida
Program Office: Dorothy Donahoe Hall, D103
Telephone: 661-654-2375
email: kishida@csub.edu
Website: www.csub.edu/~kishida/

Program Description
The majority of people who have reached 65 years in the history of the world are alive at the moment. One of every nine Americans is at least 65 and by the year 2030 one of every five will be. The minor in Social Gerontology can provide background and experience in the biological, social, psychological, political, and economic aspects of aging. Join us to understand the challenges and opportunities as our nation's values mature. Contact T. Ken Ishida, Social Gerontology Coordinator.

Requirements for the Minor in Social Gerontology (20 units)
1. BEHS 382 and PPA 419
2. **Elective Courses** (Select two additional courses from the following): ANTH 460, INST 496, RS 465, PSYC 418

WOMEN'S AND GENDER STUDIES

Program Chair: Debra Jackson
Program Office: Faculty Towers, 104F
Telephone: 661 654-6829
email: djackson9@csub.edu
Website: http://www.csub.edu/wgs/

Program Description
What does it mean to be a woman? What does it mean to be a man? What happens if our personal gender identity does not fit with the gender category that society "assigns" to us at birth? How do we become gendered beings? How does our racial and ethnic identity shape our experiences as women and men? The Women's and Gender Studies (WGS) Minor seeks to address these questions through an interdisciplinary combination of courses which critically examine the social, historical, psychological, literary, artistic and philosophic dimensions of gender relations. 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. This includes an examination of the ways that gender, race, ethnicity, social class, sexuality, nationality, able-bodied-ness, and other facets of embodiment intersect in the construction of gender identity and experience.

Requirements for the Minor in Women's and Gender Studies

The minor requires four courses, totaling twenty units, at least ten of which must be upper division. Some of these courses may also count for the Theme 2, Theme 3, and/or Gender, Race and Ethnicity (GRE) requirement.

1. **Required Course**
   a. INST 205
2. **Arts and Humanities Courses** (Select one of the following):
   b. ART 390, COMM 360, ENGL 366, 367, 370, 373, 374, FREN 425, 426, HIST 421, 462, PHIL 381, RS 360, 410, THTR 381
3. **Social Sciences and Education Courses** (Select one of the following):
   c. BEHS 435, CAFS 320, CRJU 325, 430, PEAK 430, PLSI 339, PSYC 341, 342, 421, SOC 328, 364, 370, 464, 465, SW 561
4. **Elective Courses** (Select any other course from the above lists or from a combination of the following courses totaling five units):
   d. ECON 380, 381, GST 132, 149, NURS 327

DISCLAIMER: Due to ongoing and substantial changes in credential legislation and degree programs in the State of California, please check with an official School of Social Sciences and Education advisor for current information.

The University offers a number of programs that prepare students to become credentialed teachers. These are called subject matter preparation programs. Each of the subject matter preparation programs is part of a larger degree program. If you are interested in pursuing a particular program, you may contact the responsible department.

MULTIPLE SUBJECT PREPARATION PROGRAMS

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved multiple subject teacher preparation program. Please refer to individual departments in this catalog for further information on acquiring these credentials.

These courses may change due to changes from the state-required standards. Please see an advisor for a current list of required courses.

SCHOOL OF SOCIAL SCIENCES AND EDUCATION

A specialty concentration in Child, Adolescent, and Family Studies-Elementary Education provides an academic experience best suited to those who wish to teach in the elementary K-6 setting. The CAFS Elementary Education student will take classes that have been approved by the California Commission on Teacher Credentialing (CCTC) as a program meeting the requirements for the Elementary Education Multiple Subjects preparation. Upon successful completion of the courses described below, the student will have completed all the California State Department of Education and California State University course requirements for the Elementary Education Multiple Subject preparation for entrance into an Elementary Education Multiple Subject Credential program.

This specialty track is for students who plan to become elementary teachers. Please see an advisor for a current listing of the required courses.

Liberal Studies
See catalog description under Liberal Studies.

SINGLE SUBJECT PREPARATION PROGRAMS

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved single subject teacher preparation program. Please refer to individual departments in this catalog for further information on acquiring these credentials.

SCHOOL OF ARTS AND HUMANITIES

Art Education
Please see an advisor for a current listing of the required courses.

English
Please see an advisor for a current listing of the required courses.

Music
Please see an advisor for a current listing of the required courses.

Spanish
Please see an advisor for a current listing of the required courses.

Theatre Arts
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 BA degree with a major in English. However, such students are strongly urged to complete, in addition, the BA degree with a major in Theatre Arts.

SCHOOL OF NATURAL SCIENCES, MATHEMATICS AND ENGINEERING

The Departments of Biology, Chemistry and Biochemistry, Geological Sciences, and Physics offer a Bachelor of Arts in Natural Sciences. This degree program offers the required subject matter content to help prepare prospective science teachers to apply for subject matter certification in California by taking the California Subject Matter Examinations for Teachers (CSET) in Science. The four disciplinary concentrations within the BA in Natural Sciences prepare the candidate for the CSET Science exams, which consist of three exams: two covering breadth in science (Life Science, Chemistry, Earth and Planetary Science, and Physics), and one covering depth in one of these areas, corresponding to the concentration. Passage of the CSET in science is required to certify subject matter competency before entering a teacher credential program for prospective teachers. Consult your advisor or the Department of Education for details on other entry requirements for pursuing a secondary teaching credential. The foundational science concentration prepares students for the foundational science CSET exams (two exams covering science breadth, as above) and includes credential coursework, providing science subject matter and the credential in a blended program. The core courses in the BA in Natural Sciences offer a broad foundation in all four of the natural science areas (Biology, Chemistry, Geological Sciences, and Physics) and Mathematics. The disciplinary concentrations and minors add depth preparation in two of the four areas, while the foundational science concentration adds credential coursework to this foundation. While this

broad foundation has been developed for prospective teachers, it also serves as excellent preparation for employment in any area of business, industry or government where scientific skills are in demand.

Please be aware that several courses in the core require satisfactory scores on placement tests or completion of prerequisite courses. CHEM 211, 211L requires a satisfactory score on the chemistry placement exam or completion of CHEM 101; MATH 192 requires a satisfactory score on the pre-calculus readiness exam or completion of MATH 191. In addition, MATH 191 may require completion of previous remedial mathematics coursework.

SCHOOL OF SOCIAL SCIENCES AND EDUCATION

Physical Education and Kinesiology
Students who complete the **Concentration in Physical Education** will fulfill requirements for the State of California Single Subject Credential in Physical Education as established by the California Commission on Teacher Credentialing (CCTC). Students wishing to teach in the junior-high and senior-high school levels will be required to take additional courses to obtain the single subject teaching credential (in addition to the Physical Education concentration curriculum).

Students who desire to coach as well as teach have the opportunity to select various theory of coaching courses within the major to prepare for coaching careers.

SOCIAL SCIENCE TEACHER PREPARATION PROGRAM

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved single subject teacher preparation program in Social Science. The program certified in 1992 expired July 1, 2009. Students who began course work prior to 2009, but who did not complete all program requirements, must complete the requirements of the new CCTC approved program or pass all parts of the California Subject Examination for Teachers (CSET) in Social Science. The new program follows. Courses recommended for History majors are in bold, for information about the program, contact the Social Science Program Coordinator.

Gender, Race, Ethnicity Requirement
In addition, Social Science students must satisfy the University's GRE requirement through one of the following courses taken from a discipline other than that of their declared major: ANTH 438, ECON 380, HIST 421, 462, 465, 466, 467, 468, PLSI 339, PSYC 421, RS 326, SOC 327, 335, 336, 337, 338, 370.

Taken alone, the Social Science Preparation Program is neither a degree program nor a major. Also, please note that only those courses earning a C- or higher may be counted toward the Social Science Preparation Program and an overall minimum GPA of 2.7 is required for certification of subject matter competency. Please see an advisor for a current listing of the required courses.

Social Science (within the BA in Economics)
Please see an advisor for a current listing of the required courses.

Social Science (within the BA in History)
Please see an advisor for a current listing of the required courses.

Social Science (within the BA in Political Science)
Please see an advisor for a current listing of the required courses.

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School of Arts and Humanities
Dean: Richard Collins
Dean's Office: Dorothy Donahoe Hall, B102
Telephone: (661) 654-2221
email: rstcroixmartinez@csub.edu
Website: http://www.csub.edu/AH/

Mission of the School of Arts and Humanities

- *Committed to excellence in teaching and scholarship*
- *Dedicated to enlightenment and enrichment of our communities*
- *Devoted to freedom from ignorance and intolerance in our societies*
- *Engaged in connecting the arts and humanities to the everyday life of the community*

The School of Arts and Humanities is dedicated to providing all CSUB students with the cultural knowledge to appreciate what has gone before, and with the skills to put that knowledge to use in creating better communities for themselves and their families in the 21st century. The School also provides its 1,000 majors the opportunity to engage in the cultural research crucial to understanding human complexities in a fully interdependent global economy.

Because the arts and humanities have nothing less than the human experience as their subject matter, students who develop their critical, creative, and communication skills are able to analyze the constantly changing situation, to respond to the realities of their environment in creative ways and to communicate their ideas to a broad spectrum of people.

Students majoring in the fine and performing arts (art, music, theatre), the communications fields (communications, English, and modern languages), and the fields of humanistic inquiry (literature, history, philosophy, and religious studies) make intellectual curiosity a habit and lifelong learning a natural pursuit. Grounded in the traditions of their fields, majors also acquire skills to contribute to the contemporary arts and humanities in ways that value the entrepreneurial spirit and encourage philanthropic values. In this way, our students contribute to their own success, while passing on that success to others.

Academic Programs

The School of Arts and Humanities offers nine undergraduate Bachelor of Arts degree programs in eight departments: Art (with emphases in art history, studio art, and art education); Communications (with emphases in journalism, public relations, and digital media); English; History; Modern Languages and Literatures (Spanish); Music (with emphases in General Music and Music Education); Philosophy (with General, Graduate School, and Pre-Law emphases); Religious Studies (with an optional double-major concentration); and Theatre.

In addition to minors in all of these fields (including such sub-fields as English Literature, Linguistics, Children's Literature, French, Theatre Technology, and Theatre for Youth), the School also offers certificate programs in Communications (journalism, public relations, and digital media), Chicano/a Studies (an interdisciplinary concentration), and English (writing and children's literature).

Single-subject teaching credential programs are offered in Art, Music, English, Social Science (through the History department), and Spanish.

The Master of Arts degree is also offered by English, History, and Spanish.

Facilities

The School of Arts and Humanities houses a growing number of facilities in support of the visual and performing arts. The **Todd Madigan Gallery** regularly features exhibitions of student, regional, and international artists, and provides students with curatorial and gallery experience in arts management. The **Doré Theatre** hosts an excellent series of student and faculty performances, in addition to lectures and performances by world-renowned and emerging musicians, scholars, and theatre artists. The university **Amphitheatre** hosts several outdoor events each year, including the spring Bakersfield Jazz Festival. In 2013 we will break ground on a new Art Center, which will offer students state-of-the-art studio and workshop space for ceramics, sculpture, painting/drawing, and digital art.

Institutes

The School of Arts and Humanities sponsors several institutes. The **Kegley Institute of Ethics** provides a unique opportunity for students to do internships in practical ethics and for the community to engage with prominent public figures on the challenging issues of the day; the 2010-11 Kegley lecturers have included Carlos Fuentes, Andrei Codrescu, and Paul Rusesabagina. The **Institute for Religion, Education, and Public Policy** explores the diversity of religious belief in our area and the intersection between private spiritual practice and public policy. The **Public History Institute** preserves the regional memory of the Southern San Joaquin Valley by collecting and archiving oral histories pertaining to the rich multicultural heritage surrounding the oil and gas industries, agriculture, and the music industry (especially the Bakersfield Sound). The PHI sponsored the 2009 conference entitled "Oildale and Beyond," featuring Bakersfield natives Gerald Haslam and Merle Haggard, and will host a year-long interdisciplinary celebration of the 75th anniversary of the publication of *The Grapes of Wrath*, which was set in Kern County. The **Children's Art Institute** offers local children year-round opportunities to explore their creativity through summer classes and ongoing activities both on the CSUB campus and in area schools.

Executive Advisory Council

In our commitment to engage the community in the mission of the School of Arts and Humanities, we welcome the support of the Arts and Humanities Executive Advisory Council, a group of business and non-profit leaders with an appreciation for the importance of CSUB and its beneficial effect on the cultural economy of the region. The Council advises the Dean of the School in matters concerning the interests of the community, helps shape the future of the curriculum and its degree programs, and advocates for the interests of the School in the community, including its efforts in raising money, developing resources, and placing students.

School of Business and Public Administration
Dean: John T. Emery
Associate Dean: John B. Stark
Dean's Office: Business Development Center, A128
Telephone: (661) 654-2157 (Dean's Office)
email: igonzalez4@csub.edu
Website: http://www.csub.edu/bpa
Student Services Center: Business Development Center, A123
Telephone: (661) 654-2326 (Student Services)
Student Services email: kcarpenter@csub.edu or czuniga2@csub.edu or bocampo@csub.edu

Mission of the School of Business and Public Administration

The School of Business and Public Administration provides educational programs-complemented by applied research and instructional development-to serve our diverse student body. We prepare graduates to make knowledge-based decisions to address challenging issues facing organizational leaders in our region.

Program Description

As an accredited professional school, we are dedicated to educating students to become more effective and efficient managers in the public, private and not-for-profit sectors, operating in our complex and dynamic environment. Although each program has unique learning goals and objectives, all the degree programs emphasize communication and quantitative skills, context and external environments, critical thinking and integrative problem solving, and a working knowledge of the pertinent academic disciplines.

In recognition of the School's commitment to quality, the M.B.A. and B.S. degree programs in Business and Economics are internationally accredited by the Association to Advance Collegiate Schools of Business (AACSB International), placing CSUB in the top 20 percent of business schools nationally. The Master of Public Administration program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The School of Business and Public Administration is one of the smaller schools nationally to have its programs accredited by both AACSB and NASPAA, a confirmation of the quality of the faculty and their dedication to excellence in education.

The demanding programs in the School build upon the general education curriculum that prospective business and public administration students complete in the freshman and sophomore years. The knowledge and skills acquired in these broadly based programs are enhanced as the student enters the upper level professional programs within the School of Business and Public Administration.

In pursuing its educational mission, the School's objective is to be responsive to the needs and desires of its primary service area as well as the external market. The faculty of the School, recognizing this need, has pursued applied research interests both within and outside the primary service region. These research efforts have been critical to the growth and development of the School and have contributed significantly to the attainment of educational goals of the institution. Decisions made today consider the global environment within which most organizations operate. Research and teaching efforts of the School are designed to reflect ongoing changes in the economy and society.

In an era of expansive information technology, the effective manager must be able to locate, retrieve, consolidate, and integrate relevant information across key administrative disciplines. Management decisions must be made with consideration of the impact of marketing, operations, finance, human resources and other critical areas on the organization as a whole. Computer and communication technology facilitates the integration and evaluation of this data. Information technology must be factored into all disciplines as an essential administrative tool, not merely a separate discipline.

The School recognizes that its student clientele require a holistic understanding of business, economics, and public administration and must be able to easily relate one functional area to another. They must be able to draw upon skills learned in a variety of specialties for purposes of analysis and decision making. Consequently, both the undergraduate and graduate curricula are constructed on a strong core that places an emphasis on the development of generic analytical and management skills.

The School is staffed with a faculty drawn from many of the top schools of business, economics, and public administration in the United States and foreign nations. As the School grows in response to ever increasing numbers of new students, 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. As an effective educational institution, BPA seeks to be proactive to these changes rather than reactive.

The lead-time required to train future managers in new technologies can often be a relatively short time frame. This requires close contact with practicing managers in the public and private sectors as well as close and continuous contact between the academician and the practitioner. The faculty of the School of Business and Public Administration interfaces 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 today's managers, many of whom comprise the graduate student population in the School.

A particularly significant organization that provides invaluable services and support to the School is the Executive Advisory Council. This is a group of over 30 senior executives from national, regional and local businesses and governmental agencies. The 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, as well as providing support in development efforts. The Public Policy and Administration Advisory Board is a group of city, county, state and national government administrators, as well as nonprofit and health care directors, who offer their expertise to the department on curriculum and the needs of the current public administration sector.

Academic Programs

Structurally, the School of Business and Public Administration is organized into four major departments: Accounting and Finance, Management and Marketing, Economics, and Public Policy and Administration. These four departments offer the degrees and concentrations offered in the School.

Undergraduate Degree Programs

- Bachelor of Science in Agricultural Business
- Bachelor of Science in Applied Studies
- Bachelor of Science in Business Administration currently with concentrations in Accounting, Agricultural Business, Economics, Finance, General Business, General Management, Human Resource Management, Small Business Management, Marketing, Public Administration, and Supply Chain Logistics
- Bachelor of Science in Economics
- Bachelor of Science in Environmental Resource Management, which offers the Aera Energy Concentration in Occupational Safety and Health Management
- Bachelor of Arts in Public Administration

Graduate Degree Programs

- Master of Business Administration (MBA)
- Master of Public Administration (MPA) with specializations available in Health Care Management and Nonprofit Management
- Master of Science in Administration-Health Care Management (MSA-HCM)

Affiliated Organizations

The School has active chapters of Beta Gamma Sigma, the top national academic honorary for business majors; Pi Alpha Alpha, the top national honorary for Public Affairs and Administration; and Omicron Delta Epsilon, the leading honorary society in Economics. Students also participate in activities of the University Accounting Association (UAA), Financial Management Association (FMA), Society for Human Resource Management (SHRM), and Students in Free Enterprise (SIFE). BPA students participate in intercollegiate competitions in business ethics, human resource management, personal financial planning, and professional sales through these organizations as well as other venues.

Centers and Institutes

The School maintains the **Business Research and Education Center (BREC)** to (1) support faculty research opportunities and activities, (2) be actively involved in community-based outreach programs as a resource to local and regional businesses and to economic development efforts, (3) provide a local and regional forum for lifelong learning experiences, and (4) create and administer programs that promote student participation within the university and the community, such as scholarships, internships, cooperative education, and community service projects. The Family Business Institute within BREC is a Public/Private Alliance among the School of Business and Public Administration, Kern County family owned businesses, and service professionals that provide a comprehensive program promoting the success of family owned businesses in Kern County. It is a specifically designed resource that addresses the myriad of issues pertaining to family businesses. The goal of the Institute is to develop a body of knowledge and problem solving techniques that are accessible to all members.

The **Public Service Institute** is a functional bridge between California State University, Bakersfield and the public service community of Kern County and the University's service area. As such, the Institute brings together in a working coalition, management personnel from the public, nonprofit, volunteer, and health sectors with appropriate faculty and administrators from the CSUB community.

The **Center for Economic Education and Research** sponsors educational programs furthering economic literacy, including in-service workshops for public school teachers, and conducts applied economic research funded through grants and contracts.

School of Natural Sciences, Mathematics, and Engineering
Dean: Anne Houtman
Associate Dean: Kamel Haddad
Dean's Office: Science I, 104
Telephone: (661) 654-3450
email: nsme@csub.edu
Website: www.csub.edu/nsme

Academic Programs
Seven departments within the School of Natural Sciences, Mathematics, and Engineering offer Bachelor of Science, Bachelor of Arts, Master of Science and Master of Arts degrees as follows:

Biology ..... BS, MS, Minor
Chemistry ..... BS, Minor
Computer Engineering ..... BS
Computer Science ..... BS, Minor
Electrical Engineering..... BS
Engineering Sciences ..... BS
Geological Sciences ..... BS, BA, MS, Minor
Mathematics ..... BS, Minor
Mathematics Teaching ..... MA (on hold)
Natural Sciences ..... BA
Nursing ..... BS, MS (on hold)
Physics ..... BS, Minor

The School of Natural Sciences, Mathematics, and Engineering offers several courses with the SCI prefix. Some are designed to satisfy the science requirements for the subject matter preparation program leading to a multiple subject credential. Others are offered as options to satisfy the General Education Theme 1 requirement in Natural Science and Technology. These courses are listed separately under SCI.

Mission
The School of Natural Sciences, Mathematics, and Engineering has a tradition for excellence in teaching and providing a wealth of research opportunities to undergraduate and graduate students alike. The School is committed to providing an outstanding educational experience consistent with the University's vision to be the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience, and community engagement.

The objectives of the School of Natural Sciences, Mathematics, and Engineering are to:

- Offer required coursework in science, mathematics, engineering, and nursing, for students majoring in these disciplines or the teaching of these disciplines.
- Promote science and health education for the purpose of improving the human condition.
- Foster scientific integrity in all professional endeavors.
- Prepare students for entry into the workforce in technical and healthcare services.
- Prepare students for admission to graduate programs.
- Prepare students for admission to professional programs in nursing, medicine, dentistry, pharmacy, and other health professions.
- Prepare students for leadership roles in the community.

School of Social Sciences and Education
Dean: Kathleen Knutzen
Associate Dean: Steve Bacon
Dean's Office: Education Building, 124
Telephone: (661) 654-2210
email: kknutzen@csub.edu
Website: www.csub.edu/sse

"Expanding minds. Engaging hearts. Enhancing communities."

The School of Social Sciences and Education offers pathways to a variety of professions in sociology, psychology-related fields, criminal justice, law, national/state/local politics, international relations, non-profit organizations, teaching in the community colleges, health and medical professions, and government agencies. We also provide programs designed to prepare students to become skilled professional practitioners in social work, counseling specialties, educational leadership, teacher education, and special education. We partner with students to assist them in reaching their full potential so that graduates will assume leadership roles focused on improving the quality of life of our children, youth, adults, and older adults in their local, national, and international communities.

Mission

The mission of the School of Social Sciences and Education is to address local, regional, and state needs by providing high quality undergraduate and graduate programs in the social sciences and education. We are committed to advancing human development knowledge, encouraging healthy and productive lifestyles, and enhancing the quality of life for all people, particularly those with emotional, learning, and physical disabilities. We pledge to prepare future leaders, professionals, and community advocates. Together, we will work toward increasing the community's understanding and acceptance of complex social, racial, and gender issues and toward creating positive social change. We will provide students with excellent classroom instruction, faculty-guided research experiences, and experiential learning opportunities to prepare them for career success and for lifelong learning to meet the changing demands of society.

The faculty and staff of the School of Social Sciences and Education are committed to supporting quality measures identified in the CSUB vision statement featuring faculty academic excellence and diversity, the student experience, community engagement, staff excellence and diversity, and organizational "best practices".

The goals of the School of Social Sciences and Education are:

- Recruit and retain high quality faculty committed to participating and actively engaging students in all aspects of university life, including service, research, and the educational environment
- Create opportunities for students to develop leadership, citizenship, social responsibility, and civic engagement
- Build and maintain collaborative and interactive relationships with the campus or at-large community
- Build and maintain a culture of acceptance, tolerance, respect for diversity, collaboration, and mentorship among faculty, staff, and students
- Develop learning communities that encourage student, faculty, and community discourse
- Develop and maintain ongoing communication with alumni and friends of SSE

Academic Programs

The eight departments in the School of Social Sciences and the Anthropology and Liberal Studies Programs offer a range of both undergraduate and graduate degrees. The education programs are accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for the Accreditation of Teacher Education (NCATE). The MSW in Social Work is accredited by the Council on Social Work Education (CSWE).

Degrees offered in the School of Social Sciences and Education:

Anthropology BA, MA
Phone: 661-654-2405 or 661-654-3457 or 661-654-2363
http://www.csub.edu/anthropology/

Child, Adolescent and Family Studies BA
Phone: 661-654-3134
http://www.csub.edu/childdev/

Counseling Psychology MS
Phone: 661-654-2363
http://www.csub.edu/cpsy/

Criminal Justice BA
Phone: 661-654-2433
http://www.csub.edu/criminaljustice/

Educational Administration MA
Phone: 661-654-3055
http://www.csub.edu/sse/advanced_education/

Liberal Studies BA
Phone: 661-654-3337
http://www.csub.edu/libstudies/

Physical Education and Kinesiology BS
Phone: 661-654-2187
http://www.csub.edu/sse/peak/

Political Science BA
Phone: 661-654-2141
http://www.csub.edu/polisci/

Psychology BA
Phone: 661-654-2363
http://www.csub.edu/psychology/

School Counseling and Student Affairs MS
Phone: 661-654-3055
http://www.csub.edu/sse/advanced_education/counseling_and_personnel_services/

Sociology BA, MA
Phone: 661-654-2368
http://www.csub.edu/sociology/
Special Education MA
Phone: 661-654-3055
http://www.csub.edu/specialed/
Social Work MSW
Phone: 661-654-3434
http://www.csub.edu/socialwork/

Education Programs
Students planning to enter the teaching profession must combine an academic major with professional studies. The School of Social Sciences and Education has administrative responsibility for basic credential programs and Intern credential programs leading to a preliminary credential in: Elementary Education (Multiple Subject), Secondary Education (Single Subject), and Special Education (Education Specialist Credential in either Mild/Moderate or Moderate/Severe Disabilities). Advanced Specialists and Services credentials are offered in: Pupil Personnel Services; Administrative Services; and Special Education (Clear Mild/Moderate and Moderate/Severe). Programs are constantly being updated and improved to meet new state and national guidelines.

Basic Credential Programs
Applicants are to contact the Credentials Office in the School of Social Sciences and Education (EDUC 102; 661-654-2110) for program information and application procedures for admission to the Multiple Subjects, Single Subject, and Special Education Credential programs. Additional information is located in this catalog under the Basic Credential Programs section.

Advanced Credential and Certificate Programs
Applicants are to contact the Advanced Educational Studies Department (EDUC 238; 661-654-3055) in the School of Social Sciences and Education for program and application information. The application materials include program details, admission requirements, course requirements, and enrollment procedures. A conference with a program advisor is required. Additional information is located in this catalog under the Advanced Educational Studies section.

Program in Agricultural Business
School of Business and Public Administration
Program Director: Aaron Hegde
Department Office: Business Development Center, A260
Telephone: (661) 654-2495
email: shegde@csub.edu
Website: http://www.csub.edu/bpa

Agricultural Business includes the range of activities, from farming to retail sales of food (also known as 'farm to fork'), that is integral to modern food production. The Bachelor of Science in Agricultural Business prepares students for entry-level employment in the business management of the food and fiber sectors.

The Bachelor of Science in Agricultural Business is a '2+2' program that combines core upper division undergraduate courses in agricultural business at CSUB, with lower division agricultural science and agricultural business foundation courses completed at a community college. This degree enables students to enhance their foundation agricultural courses, completed at a community college, with upper division knowledge and skills so as to better prepare them for entry--level management positions in the agriculture and food sector. The upper division requirements provide knowledge and skills valued in all agricultural business (agribusiness) organizations, such as (1) communications skills, (2) quantitative and evaluative skills, (3) subject matter knowledge of agriculture and food sector, and (4) integrative problem solving and decision--making. The culminating experience for the major requires candidates to propose and carry out a project that applies competencies developed within the major.

Requirements for the Bachelor of Science Degree in Agricultural Business

Total Units Required to Graduate		**180 units**
Major Requirements		**107-112 units**
Other University Requirements		**57 units**
CSUB 101	2	
American Institutions	10	
Area A	15	
Area B	0*	
Area C	15	
Area D	5	
Theme 1	0*	
Theme 2	5	
Theme 3	0*	
GRE	5	
GWAR (Exam) or Class	0**	
Additional Units		**11-15.5 units**

*Area B and D2, Theme 1, and Theme 3 are satisfied within the major

**GWAR and Foreign Language requirements can be met without course units

Requirements for the Major in Agricultural Business

The Bachelor of Science in Agricultural Business prepares students for entry-level employment in the business management of the food and fiber sectors. Admission to the BS Agricultural Business program requires the completion of one of the following: (1) a TMC in Agriculture Business from a California Community College; or (2) at minimum, the foundational agricultural science and agricultural business courses identified below.

A. Foundation Agricultural Science Courses *To be taken at a Community College (9-13 units)
1. AGBS 101 Introduction to Soil Science or CHEM 211 and 211L Principles of General Chemistry I and Laboratory I
2. AGBS 102 Introduction to Animal Science

B. Foundation Agricultural Business Courses (31.5 units)
1. AGBS 370 Agricultural Accounting
2. AGBS 122 Agricultural Sales and Service
3. AGBS 124 Agriculture Economics
4. MATH 140 Elementary Statistics
5. ECON 202 Essentials of Macroeconomics
6. ACCT 220 Introduction to Financial Reporting and Accounting
7. ACCT 221 Introduction to Managerial Accounting

C. Upper Division Agricultural Business Courses (67 units)
1. AGBS 271 Principles of Agricultural Law
2. AGBS 350 Agricultural Management
3. AGBS 351 Agricultural Marketing
4. AGBS 370 Agribusiness Accounting
5. AGBS 371 Economics of Agriculture and Natural Resources
6. AGBS 372 Agricultural Trade Policy
7. AGBS 373 Agricultural Finance
8. AGBS 496 Internship in Agribusiness
9. ECON 210 Analyzing Economic Data
10. ECON 370 Environmental Economics
11. ECON 490 Senior Seminar
12. ERM 411 Environmental Law
13. INST 420 Legal Research Methods
14. PLSI 349 Food Politics and Policy
15. SCI 352B Water and the West

Program in Anthropology
School of Social Sciences and Education
Program Coordinator: R.M. Yohe, II
Program Office: Dorothy Donahoe Hall, D107
Telephone: (661) 654-2474
email: bespinosa@csub.edu
Website: www.csub.edu/Anthropology/
Faculty: R.M. Yohe, II
Emeritus Faculty: J. E. Granskog, P. Silverman, M. Q. Sutton

Program Description
The program in Anthropology administers two degrees, a Bachelor of Arts and a Master of Arts.

The Anthropology program faculty stresses a close working relationship with students and strongly encourages students to take full advantage of the many opportunities the Department provides for collaborative research with faculty, student internships, and other direct collaboration of professional skills.

Mission Statement
As a university with a diverse student population that serves underrepresented segments of your society, CSUB recognizes the need for a modern university to provide a global perspective on the human condition throughout time that is firmly grounded in the natural sciences. The central concern of Anthropological inquiry is to understand human biological and behavioral diversity, as well as the processes by which that diversity has evolved across time and space. The core of the anthropological perspective is an evidence-based holistic perspective on the human experience, both past and present. The mission of the B.A. program in Anthropology is to provide students with a basic open-minded understanding and appreciation for the diversity of human biological and behavioral adaptations to an array of adaptive niches marked by both social and ecological components. Students will be provided with the theoretical and methodological bases necessary for analysis of anthropological data. Upon completion, students will be prepared for entry into an Anthropology graduate program and/or a career that utilizes anthropological knowledge and natural scientific methodologies. To accomplish this mission, the program has set forth goals and objectives for student learning. A detailed description of student learning goals and objectives can be found at www.csub.edu/Anthropology/.

Bachelor of Arts in Anthropology
The Bachelor of Arts in Anthropology brings a uniquely holistic approach to the study of the human condition, viewing people as both biological and cultural organisms in articulation with their environments across both time and space. Anthropology's comparative, cross-cultural perspective and focus on non-Western and traditional cultures are directly relevant to students planning futures in the multicultural and multiethnic modern world.

The program's offerings reflect emphases on archaeology, biological anthropology and cultural anthropology. Depending on which of these subfields is of primary interest to the student, an appropriate minor is selected in consultation with the student's faculty advisor.

Undergraduates are encouraged to gain experience as teaching assistants as well as to seek opportunities to work as interns in the Southern San Joaquin Valley Information Center, and as interns in various community organizations.

Career opportunities include applied anthropology within federal, state, and local government agencies, historic preservation, cultural resource management, museum programs, and forensic anthropology.

Requirements for the Bachelor of Arts Degree in Anthropology

Total Units Required to Graduate		**180 units**
Major Requirements		**61 units**
Prerequisites	20	
Core Curriculum	46	
Minor Requirement		**20 units**
Other University Requirements		**57-97 units**
CSUB 101	2	
American Institutions	5*-10	
Area A	15	
Area B	15	
Area C	15	
Area D	5*-15	
Theme 1	0*-5	
Theme 2	0*-5	
Theme 3	0*-5	
GRE	0*-5	
GWAR (Exam) or Class	0*-5	

*may be satisfied in major, minor or other university requirement

Additional Units	**0-37 units**

Discipline-Based Requirements
To fulfill the requirements for the major in Anthropology, a student must complete eight courses acceptable to the Department all at the upper-division level.

Prerequisites
1. ANTH 100, 102, 104, MATH 140

Requirements for the Major
2. ANTH 300
3. **One of the following:** (Requires satisfactory completion of ANTH 300. Passing grade of C- or higher required): ANTH 302**,** 390**,** 434
3. **One course focusing on the ethnographic study of cultural diversity.** Courses that fulfill this requirement include: ANTH 252, 253, 350, 351
4. ANTH 421 or ENGL/LING 420

5. **Three upper division courses, one from each category below:**

Category I: Archaeology

ANTH 391, 415, 473, 474, 475, 480, 482

Category II: Biological Anthropology

ANTH 306, 402, 404, 405, 406

Category III: Cultural Anthropology

BEHS 318, 435, ANTH 310, 340, 350 (if not used to satisfy Requirement 3 above), 351 (if not used to satisfy Requirement 3 above), 410

6. ANTH 490
7. **A minor is required (selected from one of the following three options):**
   a. A minor consisting of at least 20 quarter units within a major program designed by another discipline.
   b. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors.")
   c. A special minor

Requirements for the Minor in Anthropology

Four courses totaling 20-quarter units in Anthropology, at least three of which must be upper division, and approved by the Anthropology Program Coordinator.

Program in Applied Studies
School of Business and Public Administration
Program Director: Mark O. Evans
Department Office: Business Development Center, A249
Telephone: (661) 654-2181
email: mevans@csub.edu
Website: http://www.csub.edu/bpa

The Bachelor of Science in Applied Studies is a robust degree completion program that enables coursework from applied or technical community college programs to be incorporated into the bachelor's degree. Military education that is certified by the American Council on Education as being college-equivalent also may be incorporated into the major. The major requires an Area of Emphasis that in most cases will be met using the above-mentioned prior coursework. The upper division requirements provide knowledge and skills valued in all organizations: (1) communications skills, (2) research and evaluative skills, (3) subject matter knowledge of business and public administration, and (4) integrative problem solving and decision making.

CSUB requires that currency of knowledge be demonstrated for coursework completed more than ten years prior to graduation that is used to satisfy a major requirement. Currency can be demonstrated in the Area of Emphasis through current employment relating in the previous field of study and completion of five units of internship. Contact the Program Director regarding course currency issues.

Students interested in the Applied Studies major should arrange an appointment with the Program Director to discuss career goals and how the Area of Emphasis requirement will be met. The Emphasis Area requirement is most often met by completing transferable coursework from a community college technical/applied program or military education evaluated by the American Council on Education as being college-equivalent. The Program Director's signature of approval on the Declaration of Major form is contingent on determinations that the proposed Emphasis Area is academically coherent and that its completion is feasible. While most students attracted to this major will be transfer students with applied technology coursework, the program's goals may align with those of some students who do not have coursework from such a program. Emphasis Areas consisting of at least 15 upper division units from another CSUB Department also require that department chair's approval.

Academic plans and course scheduling decisions should be reviewed by the Director or a designated advisor, as the major includes prerequisite patterns and some requirements are not offered every quarter.

Requirements for the Bachelor of Science in Applied Studies

Total Units Required to Graduate		**180 units**
Major Requirements		**96 units**
Lower Division	17	
Upper Division	55	
Emphasis Area (typically lower division)	24	
Other University Requirements		**62 units**
CSUB 101	2	
American Institutions	10	
Area A	15	
Area B	10*	
Area C	15	
Area D	5*	
Theme 1	5	
Theme 2	0*	
Theme 3	0*	
GRE	0*	
GWAR	0**	
Additional Units		**22 units**

*Area B4, Area D2, Theme 2, Theme 3, GWAR, and GRE are satisfied in the major
**GWAR and foreign language requirements can be completed without units

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the Major in Applied Studies

A. **Communication Skills** (10 units)
   1. COMM 304
   2. One of the following: COMM 434, MGMT 430
B. **Quantitative and Evaluative Skills** (10 units)
   1. MATH 140
   2. One of the following: BA 301, PPA 401
C. **External Environment of Organizations** (15 units)
   1. One of the following: ECON 201, 202
   2. One of the following: BA 374, PPA 340
   3. One of the following: BA 270, ECON 404, PPA 325
D. **Business and Public Administration** (32 units)
   1. One of the following: MIS 200A, ECON 210
   2. ACCT 220
   3. One of the following: MGMT 300, PPA 300
   4. One of the following: BA 300, ECON 380
   5. PHIL 316
   6. Two of the following: ECON 320 or MIS 320, ECON 451, 453, ERM 301, 302, FIN 300, MGMT 302, 309, 460, PPA 492, 450, 465

E. **Advisor-approved Emphasis Area** (24 units)
Transferable courses from a community college technology program or military courses certified by the American Council on Education as college-equivalent are typically used to meet the emphasis requirement. All courses in the emphasis area must relate to the same occupational cluster. With advisor approval, up to five quarter units for internships, cooperative education, or experiential credit can be used if pertinent. Approval by the appropriate department chair is required for Emphasis Areas consisting of at least 15 upper division units in an academic area offered by CSUB. Students wanting to use upper division Business courses for the emphasis area should instead complete the Business Administration major or minor.

F. **Senior Capstone** (5 units)
1. APS 490

Department of Art
School of Arts and Humanities
Department Chair: Joyce Kohl
Department Office: Performing Arts Building, 102P
Telephone: (661) 654-3031
email: kplunkett@csub.edu
Website: www.csub.edu/art/
Faculty: J. Kohl, J. Kötting, M. Nowling, S. Stone, J. Sugarmann, D. Turner, S. Vanderlip, R. Weller
Emeritus: M. Heivly

Program Description
The Art Department offers a wide variety of instruction and activities in the visual arts. The Todd Madigan Gallery mounts exhibitions of student, faculty and outside professional work. The curriculum includes courses in various media (drawing, painting, photography, printmaking, sculpture, ceramics, new media and digital arts) as well as studies of visual culture in various human cultures across time. In addition to courses that will satisfy General Education or Liberal Studies requirements, the department offers the following curricula:

- BA in Art with emphases in Studio Art, Art History, or Art Education
- Minor in Art
- Minor in Studio Art
- Minor in Art History
- Interdisciplinary minor in Film and Modern Art (see page 97)

Students seeking to prepare for teaching careers in Art should consult with the department chair or an appropriate advisor.

Requirements for the Bachelor of Arts Degree in Art

Total Units Required to Graduate			**180 units**
Major Requirements			**74-91 units**
	SA	**AE**	**AH**
Lower Division	25	25-40	30
Upper Division	56	66-51	44
	82	**92**	**74**
Minor Requirement			**0-20 units**
Other University Requirements			**77-82 units**
CSUB 101		2	
American Institutions		5	
Area A		15	
Area B		15	
Area C		10*	
Area D		15	
Theme 1		5	
Theme 2		0*	
Theme 3		5	
GRE		5	
GWAR (Exam) or Class		0-5	
*satisfied in major			
Additional Units			**2-4 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.

In addition to the University requirements listed above, students majoring in Art must complete one of the following major emphases:

Requirements for a Major in Art with an Emphasis in Studio Art (82-84 units)
Units may vary depending on courses chosen. Note that requirements are not necessarily listed in the order they should be taken: 400-Level studio courses should be taken *after* all 200-level foundation requirements and 300-level pre-requisites have been completed.

1. Core Coursework (41-43 units): ART 201, 202, 210, 212, 213, 300, 483, 484, and ART 320 or 421.
2. Student selects a Specialty in one of the following areas: Ceramics, Drawing, Multidisciplinary Studio, New Genres, Painting, Photography, Printmaking, and Sculpture (35 units).
   - Ceramics: ART 309, 310 and 410 X3; one course selected from ART 303-308, 313 or 314; and either one course selected from the 400-level studios (ART 403-412 or 477) or one 300-level studio course not already taken.
   - Drawing: ART 303, 403 X3; two courses selected from ART 304-314; and either one course selected from the 400-level studios (ART 404-412 or 477) or one 300-level studio course not already taken.
   - Multidisciplinary Studio: one course selected from ART 303-308 or 314; one course selected from ART 309, 310 or 313, one course selected from ART 303-313; two 400-level Studio Art courses in the same medium; two more studio courses selected from the 400-level courses not already taken or one 400-level course selected from ART 403-413 or 477 not already taken or another 300-level studio course not already taken.
   - New Genres: ART 219, 313, 314, 413 X2; one course selected from ART 403-412 or 477 or one 300-level studio course not already taken.
   - Painting: ART 303, 304, 404 X3; one course selected from ART 305-314; one course selected from ART 403, 405-413 or 477 or one 300-level studio course not already taken.
   - Photography: ART 219, 308, 408 X3; one course selected from ART 303-307 or 309-314; and one course selected from ART 403-405 or 409-413 or 477 or one 300-level studio course not already taken.
   - Printmaking: Two courses selected from ART 305-307 and one other 300-level non-printmaking studio course selected from ART 303-314; 405 X3; one 400-level non-printmaking studio course not already taken or one 300-level studio course not already taken.

- Sculpture: ART 309 and 409 X3; two courses selected from ART 303-314 one 400-level studio course not already taken or one 300-level studio course not already taken.

3. Culminating experience (6 units): ART 490 and 491
4. A minor as described below:
   Note: Students who choose to double major are exempt from completing a minor.
   a. A minor consisting of at least 20 quarter units designated by another discipline
   b. A special minor as defined in the catalog
   c. One of the interdisciplinary concentrations or minors

Requirements for a Major in Art with an Emphasis in Art Education (92 units)
This degree emphasis fulfills most of the Waiver Requirements of the California Commission for Teacher Credentialing (CTCC) for the Single Subject Program in Art. See your faculty advisor for complete information.

1. ART 201, 202, 210, 212, 213, 214 or 304, 216 or 310, 218, 219 or 313, 308 or 314, 300, 302 or 401, 483, 490 and 491
2. One course selected from ART 388, 390, or 484
3. One course selected from ART 305 or 306
4. Three courses selected from ART 402-413, or 477 (at least two of these must be in the same artistic medium)
5. A minor is not required for the Art Education emphasis

Requirements for a Major in Art with an Emphasis in Art History (74 units)

1. ART 201, 202, 210, 212, 213, 219, 300, 320, 330, 483 and 492
2. Two courses selected from ART 330, 381, 382 or 383
3. One course selected from ART 384, 385, 386 or 387
4. Two additional courses selected from ART 381-391, 484, or 478
5. A double major or a minor as described below:
   a. A minor consisting of at least 20 quarter units designated by another discipline
   b. A special minor as defined in the catalog
   c. One of the interdisciplinary concentrations or minors

Students from other academic programs may opt to complete the following:

Requirements for the Minor in Art
For a Minor in Art, students must take four five-unit courses, at least three two of which must be upper division.

Requirements for the Minor in Studio Art
For a Minor in Studio Art, students must take four five-unit courses, at least two of which must be upper division, selected from the following courses: ART 210, 212, 213, 214, 216, 218, 303-313, 403-413 or 477.

Requirements for the Minor in Art History
For a Minor in Art History, students may either complete ART 201 and 202, and two upper division courses or ART 201 or 202, and three upper division classes selected from the following courses: ART 330, 381-391, 478, 483, or 484.

Department of Biology
School of Natural Sciences, Mathematics, and Engineering
Department Chair: Todd McBride
Program Office: Science Building I, 114
Telephone: (661) 654-3089
email: vmayorga@csub.edu
Website: www.csub.edu/Biology
Faculty: D. Dodenhoff, M. Engel, D. Germano, K. Gobalet, A. Jacobsen, C. Kloock, A. Lauer, T. McBride, M. Moe, B. Pratt, P. Smith, R. Stark, K. Szick-Miranda, T. Weinheimer

The Department of Biology offers the Bachelor of Science in Biology with or without a concentration in Biotechnology, the Bachelor of Arts in Human Biological Sciences, and the Master of Science in Biology. Throughout its curriculum the Department emphasizes evolution and the relationship between organisms and the environment. Classes include extensive field and laboratory investigations allowing students to observe and measure biological systems. Students are encouraged to select elective courses best suited to their interests. See Biology Tracks below. A detailed description of student learning goals and objectives can be found at http://www.csub.edu/biology/.

Requirements for the Bachelor of Science Degree in Biology

Total Units Required to Graduate		**180 units**
Major Requirements		**90 units**
Biology Courses	65	
Cognates	25	
Minor Requirement		**0 units**
Other University Requirements		**67-77 units**
CSUB 101	2	
American Institutions	5	
Area A	15	
Area B	0-5*	
Area C	15	
Area D	15	
Theme 1	0*	
Theme 2	5	
Theme 3	5	
GRE	5	
GWAR (Exam) or Class	0-5	
*satisfied in major, minor or other university requirement		
Additional Units		**13-23 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the Major in Biology
The Bachelor of Science in Biology curriculum includes a wide range of courses that allow for diverse student interests. Students seeking a Bachelor of Science degree with a major in Biology must complete the following:

1. **Biology courses***
   a. BIOL 201, 202, and 203
      NOTE: A grade of C- or better in BIOL 201 is required to advance into upper division Biology courses.
   b. BIOL 301, 304, 305, 306, 470 and 490
   c. At least 25 units of additional upper division elective coursework in Biology. At least three courses must be five units with lab and at least one must be a laboratory course at the 400-level. One course selected from the following may be substituted for an elective: CHEM 331, 332, 333 or 340, PEAK 404 or other by advisor's approval.

**A minimum GPA for these 65 units is 2.0*

2. **Cognates**+
   a. CHEM 211, 211L, 212, 212L, 213 and 213L
   b. MATH 191 or equivalent
   c. At least 5 units in appropriate cognate areas subject to the approval of the advisor.

+ A minimum GPA for these 25 units is 2.0

Requirements for the Bachelor of Science Degree in Biology (Biotechnology Concentration)

Total Units Required to Graduate		**180 units**
Major Requirements		**111 units**
Biology Courses	61	
Cognates	50	
Minor Requirement		**0 units**
Other University Requirements		**67-72 units**
CSUB 101	2	
American Institutions	5*	
Area A	15	
Area B	0*	
Area C	15	
Area D	15	
Theme 1	0*	
Theme 2	5	
Theme 3	5	
GRE	5	
GWAR (Exam) or Class	0-5	
Additional Units		**0-2 units**

*satisfied in major, minor or other university requirement

Requirements for the Major in Biology and a Concentration in Biotechnology

The Bachelor of Science in Biology and a concentration in Biotechnology curriculum include a specific set of courses designed to provide students with a foundation in Biotechnology related fields. Students seeking a Bachelor of Science degree with a major in Biology and a concentration in Biotechnology must complete the following:

1. **Biology courses***
   a. Core requirements: BIOL 201, 202, 203, 301, 304, 305, 470 and 490
      NOTE: A grade of C- or better in BIOL 201 is required to advance into upper division Biology courses.
   b. Concentration specific: BIOL 312, 330, 360, CHEM 340 and one of the following: BIOL 412, 414, 424, 430 or any 400 level course with lab (other than 440) by consent of advisor.

**A minimum GPA for these 61 units is 2.0*

2. **Cognates**+
   a. CHEM 211, 211L 212, 212L, 213, 213L, 331, 332, 333
   b. PHYS 201, 202, 203
   c. MATH 201 or 211

+ A minimum GPA for these 50 units is 2.0

Requirements for the Bachelor of Arts Degree in Human Biological Sciences

Total Units Required to Graduate	**180 units**
Major Requirements	**92-93 units**
Biology Courses	67-68
Cognates	25
Minor Requirement	**Not Required**
Elective Units	**15-20 units**
Other University Requirements	**67-72 units**
CSUB 101	2
American Institutions	5*
Area A	15
Area B	0*
Area C	15
Area D	15
Theme 1	0*
Theme 2	5
Theme 3	5
GRE	5
GWAR (Exam) or Class	0-5

*satisfied in major, minor or other university requirement

Requirements for the Major in Human Biological Sciences

The Bachelor of Arts Degree in Human Biological Sciences curriculum includes a specific set of courses designed to provide students with a foundation in Biology in Human/ Health related fields. This degree is not intended for pre-medical or pre-professional students. Students seeking a Bachelor of Arts degree with a major in Human Biological Sciences must complete the following:

1. **Biology courses***
   Core Requirements:
   a. Lower division: BIOL 201, 250, 255, 256, 260, and 270. NOTE: A grade of C- or better in BIOL 201 is required to advance into upper division Biology courses.
   b. Upper division: BIOL 304, 305, 355, 414, 490B
   Electives:
   c. Two of the following: BIOL 316, 317, 318 or 319
   d. 15 units of additional upper division

**A minimum GPA for these 67 units is 2.0*

2. **Cognates**+
   a. NURS 235
   b. CHEM 150 and 203
   c. MATH 140
   d. One 5 unit cognate elective subject to advisor approval

+A minimum GPA for these 18 units is 2.0

Biology Tracks

Students obtaining the BS in Biology are encouraged to take course sequences (tracks) with specific emphases such as Ecology/Field Biology, Physiology, Zoology, Pre-professional Biology, Clinical Laboratory Sciences, and Physical Therapy. These unofficial tracks are not listed on the diploma or transcript. For example, a track in Pre-professional Biology would include two years of chemistry, one year of physics, math through calculus, and selected electives in Biology. Specific courses recommended for these tracks can be obtained from an advisor or the Biology Department office.

Requirements for the Minor in Biology

A minor in Biology consists of 20 units, 10 of which must be upper division. Only courses applicable to the major will be accepted for the minor. Requests for approval are to be submitted to the Department Chair. A minimum grade point average of 2.0 is required for the units applied towards the Minor.

Science Teacher Preparation Program Leading to a Degree in Natural Sciences, Primary Concentration in Biology

CSUB has developed a degree program, the Bachelor of Arts in Natural Sciences, to prepare prospective science teachers for subject matter certification in California via the California Subject Matter Examinations for Teachers (CSET) in Science. See the catalog section under Natural Sciences for information about this degree program. Additional information may be obtained from the Biology Department office (661- 654-3089).
CSUB has developed a degree program, the Bachelor of Arts in Natural Sciences, to prepare prospective science teachers for subject matter certification in California via the California Subject Matter Examinations for Teachers (CSET) in Science. See the catalog section under Natural Sciences for information about this degree program. Additional information may be obtained from the Biology Department office (661-654-3089).

Department of Business Administration
School of Business and Public Administration
Dean: John T. Emery
Dean's Office: Business Development Center, A128
Telephone: (661) 654-2157
email: igonzalez4@csub.edu
Website: http://www.csub.edu/bpa

The Bachelors of Science in Business Administration (BSBA) is offered by the Departments of Accounting and Finance, Economics, and Management and Marketing. Contact information and course descriptions can be found in the Catalog sections that follow for these departments. The Major is to be completed with a minimum cumulative grade point average of 2.0 in all courses counted for the major. Prior to completing the Required Lower Division Foundation Core, students are required to have obtained proficiency in software productivity tools. Proficiency can be demonstrated by taking MIS 200A or its equivalent, or by passing the competency exam administered by the Department of Management and Marketing.

The Bachelor of Science Degree with a major in Business Administration requires a minimum of 180 units which includes courses for the major and concentration, plus courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Upper Division Writing, Foreign Language, etc. (see pages 52-55).

Requirements for the Bachelor of Science Degree in Business Administration

Total Units Required to Graduate		**180 units**
Major Requirements		**110 units**
Lower Division Core	40	
Upper Division Core	45	
Concentration	25	
Other University Requirements		**67 units**
CSUB 101	2	
American Institutions	10	
Area A	15	
Area B	10*	
Area C	15	
Area D	5*	
Theme 1	5	
Theme 2	5	
Theme 3	0*	
GRE	0*	
GWAR (Exam) or Class	0**	
Additional Units		**3 units**

*Area B4, Area D2, Theme 3, and GRE can be satisfied in the major

**GWAR and foreign language requirements can be completed without units

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the Major 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 operations, and their place in the global economic, political, and social world; (2) a concentration of courses which permit an in-depth study of a selected aspect of business activity. Courses requiring a specific prerequisite may be taken only after the prerequisite has been completed.

A. **Required Lower Division Foundation Core** (40 units)
BA 290 with C or better (not C-) (course not required for Accounting majors), ACCT 220 , 221, ECON 201, 202, MATH 101 or ECON 220, MATH 140, MIS 200A, BA 270 or 271 (BA 270/271 not required for Accounting majors who have completed ACCT 275 or its equivalent)
Business Administration majors shall not be enrolled in any upper division Business Administration course unless they have:
1. Completed all courses in the Lower Division Foundation Core; and
2. Attained junior status (completed at least 90 quarter hours of course work counting toward the 180 quarter hours needed for graduation).

B. **Required Upper Division Core Courses** (45 units)
MGMT 300, BA 301, MGMT 302, MIS 300 (not required for Accounting majors who have completed ACCT 360 or its equivalent), MKTG 300, FIN 300, BA 300 or ECON 380, BA 374, 490.

C. **Upper Division Concentration Electives**
Business Administration majors must complete a concentration of at least 20 quarter units. Concentration options are as follows:
1. **Accounting Concentration** (40 units)
Students must complete these 8 courses:
a. ACCT 275*, 300, 301, 303, 360**, 400, 325 or 326, and 408
*May substitute for BA 270 for Accounting majors only
**Substitutes for MIS 300 for Accounting majors only
2. **Agricultural Business Concentration** (25 units)
a. AGBS 350, 351, 370, and 371
b. One course from: AGBS 372 or 373
Note: Complete AGBS instead of BA 270 in the Lower Division Foundation; an internship is recommended.
3. **Economics Concentration** (25 units)
a. Requires ECON 301 or 451, 302 or 430
b. Three additional upper division Economics courses. Note: ECON 380 cannot be double-counted in the Business Administration major for core and concentration requirements.

4. **Finance Concentration** (25 units)
   a. Requires FIN 326, 400, 460
   b. Two courses selected from the following: FIN 322, 340, 360, 380, 490, ACCT 300, 301, 403, ECON 302, 420
   Note: Students are encouraged to participate in the internship program: FIN 496 Internship in Finance.
5. **General Business Concentration** (25 units)
   To qualify for the BS in Business Administration with a concentration in General Business, a student must take five additional upper division courses from at least three of the following areas: Accounting, Agricultural Business, Business Administration, Economics, Finance, Management, Marketing, or MIS. Note: BA 300 and ECON 380 cannot be double counted in the Business Administration major for core and concentration requirements.
6. **Health Care Management Concentration** (25 units)
   a. Requires MGMT 309
   b. Plus the following three courses: ECON 310, PPA 425, 536
   c. Plus one course selected from: PPA 419 or 426
7. **Human Resource Management Concentration** (25 units)
   a. Requires MGMT 310, 420, 422, and 428
   b. Plus one course selected from: MGMT 309, 430 or ECON 480
8. **Management Concentration** (25 units)
   a. Requires MGMT 309 and 310
   b. Plus, three courses (or units to complete 25) selected from the following: MGMT 308, 340, 345, 430, 460, 477, BA 428, MIS 480
   c. Alternately, as a part of the three courses to complete the concentration, students may also select one of the following courses to serve as one of the three elective courses: ECON 451, PPA 450
9. **Marketing Concentration** (20 units)
   a. Three courses selected from: MKTG 301, 302, 304, 405, 406, 410, 420, or 430
   b. Plus one* required course: MKTG 400 or 490
   Note: Students may take 400 and 490 plus two more courses from the selection list above.
10. **Public Administration Concentration** (25 units)
    a. Requires PPA 275, 300, 490
    b. Plus two (2) courses from among the following: PPA 320, 340, PPA 476 or MGMT 310, or PPA 478 or any other courses approved by the Public Administration undergraduate advisor may be substituted for the two courses required in this section.

Service Learning Component in the Public Administration Concentration in the BSBA: Undergraduate BSBA students with a concentration in public administration must complete at least one service learning component during their degree program. This service learning component may be satisfied by a community-based project in a public administration class, independent study, cooperative education, an internship, or another means approved by the PPA faculty.

11. **Small Business Management Concentration** (25 units)
    a. Requires MGMT 340 and 345
    b. Plus, three courses (or units to complete 25) selected from the following: FIN 360, MGMT 309, 310, 460, ACCT 303, BA 428, MKTG 304, PPA 450
12. **Supply Chain Logistics Concentration** (25 units)
    a. Requires MGMT 440, 445, MIS 340, and MKTG 406
    b. Plus, one of the following: MGMT 405, 430, 460, MKTG 420, PPA 450

Requirements for the Minor in Business Administration (20 units)
1. Requires ACCT 220, MGMT 300, MKTG 300
2. Plus one of the following: BA 100, 270, 374, MGMT 310, 302, MKTG 304 or MIS 300

Requirements for the Minor in Marketing (20 units)
1. Requires MKTG 300 and 490
2. Plus, any two other 5-unit Marketing course

Requirements for the Minor in Organizational Studies (20 units)
1. Requires MGMT 300, 308, 309, 310

Department of Accounting and Finance
School of Business and Public Administration
Department Chair: Mary S. Doucet
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Telephone: (661) 654-3406
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Website: http://www.csub.edu/bpa
Faculty: Accounting: B. Bae, M. Doucet, T. Doucet, H. McCown
Faculty: Finance: M. Elhusseiny, J. Emery, D. Zhou

ACCOUNTING AND FINANCE

The CSUB accounting program helps prepare students for a variety of career opportunities in public accounting, private accounting, and governmental accounting. It also helps prepare students for various professional certifications, including the Certified Public Accountant (CPA), Certified Internal Auditor (CIA), and Certified Management Accountant (CMA) certifications. See an advisor for more information about this program.

Many CSUB finance classes help prepare students for various professional designations, including Chartered Life Underwriter (CLU), Chartered Financial Counselor (ChFC), Certified Financial Planner (CFP), Chartered Financial Analyst (CFA), Certified in Financial Management (CFM), Chartered Property and Casualty Underwriter (CPCU), and Accredited Pension Administrator (APA.) See an advisor for more information about these and other programs.

Requirements for the Accounting Concentration within the Business Administration Major (40 units)

Students must complete these 8 courses:

1. ACCT 275*, 300, 301, 303, 360**, 400, 325 or 326, and 408
   *May substitute for BA 270 for Accounting majors only
   **Substitutes for MIS 300 for Accounting majors only

Requirements for the Finance Concentration within the Business Administration Major (25 units)

1. Requires FIN 326, 400, 460
2. Two courses selected from the following: FIN 322, 340, 360, 380, 490, ACCT 300, 301, 325, 326, 403, ECON 302, 420
   Note: Students are encouraged to participate in the internship program: FIN 496 Internship in Finance.

Department of Management and Marketing
School of Business and Public Administration
Department Chair: Yong Choi
Department Office: Business Development Center, A142
Telephone: (661) 654-2181
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Website: http://www.csub.edu/bpa
Faculty: M. Attaran, H. Bidgoli, E. Carter, Y. Choi, D. M. Flanagan, B. McNamara, D. Olson, L. Paris, J. Stark, J. Tarjan, M. Way, J. West

MANAGEMENT AND MARKETING

The Management and Marketing Department prepares students for careers in a variety of organizational occupations, including: human resource positions like benefits or compensation specialists; logistics positions in warehousing, supply chain management, or transportation; a variety of management positions, marketing careers in sales, advertising, or product/brand management; or entrepreneurial opportunities in small business. In addition to responsibility for the coursework in these areas, this department is also responsible for the courses in the general business administration area.

Requirements for the Management Concentration within the Business Administration Major (25 units)

1. Requires MGMT 309 and 310
2. Plus, three courses (or units to complete 25) selected from the following: MGMT 308, 340, 345, 430, 460, 477, BA 428, MIS 480
3. Alternately, as a part of the three courses to complete the concentration, students may also select one of the following courses to serve as one of the three elective courses: ECON 451, PPA 450

Requirements for the Marketing Concentration within the Business Administration Major (20 units)

1. Three courses selected from: MKTG 301, 302, 304, 405, 406, 410, 420, or 430
2. Plus one* required course: MKTG 400 or 490
   ***Note:** Students may take 400 and 490 plus two more courses from the selection list above.

Requirements for the Small Business Management Concentration within the Business Administration Major (25 units)

1. Requires MGMT 340 and 345
2. Plus, three courses (or units to complete 25) selected from the following: FIN 360, MGMT 309, 310, 460, ACCT 303, BA 428, MKTG 304, PPA 450

Requirements for the Supply Chain Logistics Concentration within the Business Administration Major (25 units)

1. Requires MGMT 440, 445, MIS 340, and MKTG 406
2. Plus, one of the following: MGMT 405, 430, 460, MKTG 420, PPA 450

Requirements for the Marketing Minor within the Business Administration Major (20 units)

1. Requires MKTG 300 and 490
2. Plus, any two other 5-unit Marketing course

Requirements for the Organizational Studies Minor within the Business Administration Major (20 units)

1. Requires MGMT 300, 308, 309, 310

Department of Chemistry and Biochemistry
School of Natural Sciences, Mathematics, and Engineering
Department Chair: Andreas Gebauer
Program Office: Science Building II, 273
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Faculty: M. Buschhaus, A. Gebauer, D. Harvey, S. Hudson, C. Kemnitz, R. LaFever, K. Lopez, T. Pawluk, G. Rabe, H. Santoke, D. Saiki, D. Solano
Emeriti Faculty: K. Cohn, M. Dutton

Program Description
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.

Biochemistry is a continuously advancing field, vitally important to modern life sciences such as agriculture, biology, microbiology, medicine, pharmacy, and veterinary science. This field studies life in all biological systems, i.e., human, animal, plant, microorganisms, and viruses at the molecular level. Biochemistry is the discipline that explains the structures and the activities of living things at a sub-microscopic level combining principles of biology, chemistry, and physics. Biochemical understanding has served as the basis for major developments in health sciences related research, and significantly contributed to the formation of the biotechnology industry. The emerging knowledge has resulted in a revolution of our understanding of life forces and will have a continuously increasing impact on society.

The departmental academic program 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, Biochemistry, 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 Social Sciences and Education in developing a balanced program of academic and professional preparation for chemistry majors who seek teaching credentials.

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

The Department of Chemistry and Biochemistry offers four tracks leading to a B.S. in Chemistry and two tracks leading to a B.S. in Biochemistry:
- Major in Chemistry
- Major in Chemistry with a Concentration in Management and Marketing
- Major in Chemistry with a Concentration in Occupational Safety and Health Management
- Major in Chemistry Certified by the American Chemical Society
- Major in Biochemistry
- Major in Biochemistry with a Concentration in Food Science

Requirements for the Bachelor of Science Degree in Biochemistry

Total Units Required to Graduate		**180 units**
Major Requirements		**113 units**
Chemistry Courses	73*	
Cognates	40	
Minor Requirement		**0 units**
Other University Requirements		**67 units**
CSUB 101	2	
American Institutions	5	
Area A	15	
Area B	0**	
Area C	15	
Area D	15	
Theme 1	0**	
Theme 2	5	
Theme 3	5	
GRE	5	
GWAR (Exam) or Class	0***	
A minor is not required	0	

*15 upper division units may be in Biology
**satisfied in major or cognate
***GWAR requirement is fulfilled through exam.

Additional Units	**0 units**

Requirements for the Major in Biochemistry (113 units)

1. **Lower Division** (15 units)*
   a. CHEM 211, 211L, 212, 212L, 213, 213L [Satisfies Areas B1 and B3]. *Prerequisite for CHEM 211: CHEM 101 or satisfactory score on Chemistry Placement Test.*
2. **Upper Division** (58 units)*
   a. CHEM 331, 332, 333, 340, 365, 391, 440, 442, and 491 (40 units)
   b. 18 additional units of upper division course work in Chemistry selected from the following list (18 units): CHEM 300, 341, 350, 410, 421, 441, 451, 452, 453, 479, 471, 480. Up to 15 units of this course work can be substituted with upper division course work in Biology with prior approval of the advisor.

3. **Cognates** (40 units)*
   a. BIOL 201, 202 and 203 (15 units) [Satisfies Area B2 and B3]
   b. MATH 201, 202 or MATH 211, 212 or MATH 231, 232 (10 units) [Satisfies Area B4]
   c. PHYS 201, 202, 203 (15 units)

**The minimum GPA for these 113 units is 2.0*

Requirements for the Bachelor of Science Degree in Biochemistry with a Concentration in Food Science

Total Units Required to Graduate		**180 units**
Major Requirements		**111 units**
Chemistry Courses	68	
Cognates	43	
Minor Requirement		**0 units**
Other University Requirements		**67 units**
CSUB 101	2	
American Institutions	5	
Area A	15	
Area B	0*	
Area C	15	
Area D	15	
Theme 1	0*	
Theme 2	5	
Theme 3	5	
GRE	5	
GWAR (Exam) or Class	0**	
A minor is not required	0	

*satisfied in major or cognate
**GWAR requirement is fulfilled through exam

Additional Units	**2 units**

Requirements for the Major in Biochemistry with a Concentration in Food Science (111 units)

1. **Lower Division** (17 units)*
   a. CHEM 211, 211L, 212, 212L, 213, 213L, 270 [Satisfies Areas B1 and B3]. *Prerequisite for CHEM 211: CHEM 101 or satisfactory score on Chemistry Placement Test.*
2. **Upper Division** (51 units)*
   a. CHEM 331, 332, 340, 356, 365, 391, 440, 442, 470, 471 and 491 (46 units)
   b. BIOL 314 (5 units)
3. **Cognates** (43 units)*
   a. BIOL 201, 202, 203, and 270 (18 units) [Satisfies Area B2 and B3]
   b. MATH 201, 202 or MATH 211, 212 or MATH 231, 232 (10 units) [Satisfies Area B4]
   c. PHYS 201, 202, 203 (15 units)

**The minimum GPA for these 111 units is 2.0*

Requirements for the Bachelor of Science Degree in Chemistry

Total Units Required to Graduate		**180 units**
Major Requirements		**93-96 units**
Chemistry Courses	63	
Cognates	30-33	
Minor Requirement		**0 units**
Other University Requirements		**72-77 units**
CSUB 101	2	
American Institutions	5	
Area A	15	
Area B	5*	
Area C	15	
Area D	15	
Theme 1	0*	
Theme 2	5	
Theme 3	5	
GRE	5	
GWAR (Exam) or Class	0-5	
A minor is not required	0	

*everything but Area B2 satisfied in major and cognates

Additional Units	**7-15 units**

Requirements for the Major in Chemistry (93-96 units)

1. **Lower Division** (15 units)*
   a. CHEM 211, 211L, 212, 212L, 213, 213L [Satisfies Areas B1 and B3]. *Prerequisite for CHEM 211: CHEM 101 or satisfactory score on Chemistry Placement Test.*
2. **Upper Division** (48 units)*
   a. CHEM 331, 332, 350, 361, 362, 363, 390, and 490 (32 units)
   b. One course out of CHEM 421, 422 (4 units)
   c. Two courses out of CHEM 451, 452, 453 (6 units)
   d. A minimum of six additional units of upper division course work with pre-approval of academic advisor. (6 units)
3. **Cognates** (30 units)*
   a. MATH 201, 202, 203 or MATH 211, 212, 203 or MATH 231, 232, 233 (15 units) [Satisfies Area B4]
   b. PHYS 201, 202, 203 or PHYS 221, 222, 223 (15–18 units)

**The minimum GPA for these 93-96 units is 2.0*

Requirements for the Bachelor of Science Degree in Chemistry with a Concentration in Management and Marketing

Total Units Required to Graduate		**180–182 units**
Major Requirements		**105 units**
Chemistry Courses	55*	
Cognates	25	
Concentration	25	
Minor Requirement		**0 units**
Other University Requirements		**72–77 units**
CSUB 101	2	
American Institutions	5	
Area A	15	
Area B	5*	
Area C	15	
Area D	15	
Theme 1	0*	
Theme 2	5	
Theme 3	5	
GRE	5	
GWAR (Exam) or Class	0–5	
A minor is not required	0	

*satisfied in major or cognate

Additional Units **0-3 units**

Requirements for the Major in Chemistry with a Concentration in Management and Marketing (105 units)

1. **Lower Division** (15 units)*
   a. CHEM 211, 211L, 212, 212L, 213, 213L [Satisfies Areas B1 and B3]. *Prerequisite for CHEM 211: CHEM 101 or satisfactory score on Chemistry Placement Test.*
2. **Upper Division** (40 units)*
   a. CHEM 331, 332, 340, 350, 361, 362, 390, and 490 (33 units)
   b. One course out of CHEM 421, 422 (4 units)
   c. One course out of CHEM 451, 452, 453 (3 units)
3. **Cognates** (25 units)*
   a. MATH 211, 212 or MATH 201, 202 or MATH 231, 232 (10 units) [Satisfies Area B4]
   b. PHYS 201, 202, 203
4. **Concentration in Management and Marketing** (25 units)*
   a. Required Classes:
   MGMT 300, 310, MKTG 300
   b. Elective Courses (minimum of two, patterns below just suggestions):
   - *Management Focus:*
     MGMT 309, 430
   - *Logistics/Operations Focus:*
     MGMT 302, MKTG 406
   - *Marketing/Sales Focus:*
     MKTG 301, 302

**The minimum GPA for these 105 units is 2.0*

Requirements for the Bachelor of Science Degree in Chemistry with a Concentration in Occupational Safety and Health Management

Total Units Required to Graduate		**180 units**
Major Requirements		**103 units**
Chemistry Courses	55	
Cognates	25	
Concentration	23	
Minor Requirement		**0 units**
Other University Requirements		**72–77 units**
CSUB 101	2	
American Institutions	5	
Area A	15	
Area B	5*	
Area C	15	
Area D	15	
Theme 1	0*	
Theme 2	5	
Theme 3	5	
GRE	5	
GWAR (Exam) or Class	0–5**	
A minor is not required	0	

*satisfied in major or cognate

**GWAR requirement is fulfilled through exam.

Additional Units **0-5 units**

Requirements for the Major in Chemistry with a Concentration in Occupational Safety and Health Management (103 units)

1. **Lower Division** (15 units)*
   a. CHEM 211, 211L, 212, 212L, 213, 213L [Satisfies Areas B1 and B3]. *Prerequisite for CHEM 211: CHEM 101 or satisfactory score on Chemistry Placement Test.*
2. **Upper Division** (40 units)*
   a. CHEM 331, 332, 340, 350, 361, 362, 390, and 490 (33 units)
   b. One course out of CHEM 421, 422 (4 units)
   c. One course out of CHEM 451, 452, 453 (3 units)
3. **Cognates** (25 units)*
   a. MATH 211, 212 or MATH 201, 202 or MATH 231, 232 (10 units) [Satisfies Area B4]
   b. PHYS 201, 202, 203
4. **Concentration in Area Energy Occupational Safety and Health Management** (23 units)*
   Required Classes:
   a. ERM 301, 302, 310, and 320 (18 units)
   b. PPA 475

Requirements for the Bachelor of Science Degree in Chemistry Certified by the American Chemical Society

Total Units Required to Graduate		**180 units**
Major Requirements		**105–108 units**
Chemistry Courses	75	
Cognates	30–33	
Minor Requirement		**0 units**
Other University Requirements		**72 units**
CSUB 101	2	
American Institutions	5	
Area A	15	
Area B	5*	
Area C	15	
Area D	15	
Theme 1	0*	
Theme 2	5	
Theme 3	5	
GRE	5	
GWAR (Exam) or Class	0**	
A minor is not required	0	

*everything but Area B2 satisfied in major
**GWAR requirement is fulfilled through exam

Additional Units	**0-3 units**

Requirements for the Major in Chemistry Certified by the American Chemical Society (105-108 units)

1. **Lower Division** (15 units)*
   a. CHEM 211, 211L, 212, 212L, 213, 213L [Satisfies Areas B1 and B3]. *Prerequisite for CHEM 211: CHEM 101 or satisfactory score on Chemistry Placement Test*
2. **Upper Division** (60 units)*
   a. CHEM 331, 332, 333, 340, 350, 361, 362, 363, 390, 451, 452, 453, and 490 (51 units)
   b. One course out of CHEM 421, 422 (4 units)
   c. Five additional units of upper division course work selected with pre-approval of academic advisor (5 units)
3. **Cognates** (30 units)+
   a. MATH 201, 202, 203 or MATH 211, 212, 203 or MATH 231, 232, 233 (15 units) [Satisfies Area B4]
   b. PHYS 201, 202, 203 or PHYS 221, 222, 223 (15–18 units)

**The minimum GPA for these 105 units is 2.0*

Program Student Learning Objectives and Assessment

The student learning objectives for all chemistry degree options and the program assessment plan as well as assessment results are found at www.csub.edu/chemistry/assessment.

Requirements for the Minor in Chemistry

Although no minor is required for the BS degree, a minor in chemistry is available, consisting of 20 units, 10 of which must be in upper division courses taken at CSUB.

Teaching Credential: Science Teacher Preparation Program Leading to a Degree in Natural Sciences, Primary Concentration in Chemistry

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer a single subject matter preparation program in Natural Sciences leading to a Bachelor of Arts degree. This course work satisfies the subject matter requirements for a "Secondary Teaching Credential in Science." The program consists of three components: I. Primary Concentration (major); II. Secondary Concentration (minor); and III. Breadth (cognates). Program completion leads to a BA degree in Natural Sciences with a major in the area of primary concentration and a minor in the secondary concentration. Additional information may be obtained from the Chemistry Department office (661-654-3027).

For a detailed description of the course requirements, please turn to the Natural Sciences section in this catalog.

Academic Regulations

A grade of "C-" in chemistry as well as cognate courses is the minimal grade acceptable for progression into subsequent chemistry courses. Students who fail to achieve at least a "C-" may repeat the course. If a course is satisfactorily completed, the prior unsatisfactory grade will no longer bar a student from continuing in the Chemistry program.

Program in Child, Adolescent, and Family Studies
School of Social Sciences and Education
Program Coordinator: Christie Howell
Program Office: Education Building, 151
Telephone: (661) 654-6832
email: chowell@csub.edu
Website: www.csub.edu/childdev/
Faculty: C. Larson-McKay
Full-Time Lecturers: I. Cook, A. Tumblin

DISCLAIMER: Due to ongoing and substantial changes in credential legislation and degree programs in the State of California, please check with an official School of Education CAFS advisor for current information.

Shaping the Future

Vision Statement
The vision within the Child, Adolescent, and Family Studies Program (CAFS) is to promote partnerships that foster healthy children, supportive family relationships, and an interactive community of learners.

This program will also offer learning activities that provide superior educational preparation for teachers, parents, and community professionals that will aid in the development of well prepared persons to interact with and support a diverse population within the local, regional, national, and global community.

Philosophy
The philosophy of the Child, Adolescent, and Family Studies Program (CAFS) has as its core a constructivist viewpoint that encompasses learning through all the domains of development as experienced by the individual, family, and community. This belief reinforces the premise that the study of Human Development is a process of examining the human experience in ever-changing environments.

Program Description
The Child, Adolescent, and Family Studies Program (CAFS) at California State University, Bakersfield offers a major leading to a Bachelor of Arts Degree. The CAFS program provides students with an undergraduate level of knowledge within Child, Adolescent, and Family Studies. This program highlights diverse theories, milestones across developmental domains, family systems, ethics, and developmental research methods.

The CAFS major focuses on the biological, cognitive, psychological, and sociological foundations of child behavior and development. Students will acquire knowledge and gain understanding through exposure to relevant literature, current research topics, selected service, fieldwork, and development of student research. Through a variety of courses, students obtain knowledge and refine skills in observing, assessing, interpreting, and implementing programs for children and families; working with and supervising child-centered programs; participating in supportive structures for children and adolescents; and understanding families from diverse backgrounds.

Students completing their BA with a CAFS major can expect to work as elementary school teachers, preschool teachers, directors, social workers, and many other jobs. This is also a good pathway for several different graduate programs, including counseling,

Within the CAFS major there are 3 tracks from which students may choose to complete their requirements for graduation. Each student is strongly encouraged to meet with an advisor to more thoroughly discuss each track. Students majoring in our program must also complete all CAFS coursework with a grade of "C-"or higher. The Child, Adolescent, and Family Studies program has a strong online component. Most of our major courses are taught online at least once every year.

The first track in the CAFS program is our **Future Academic Studies for Teachers (FAST Track)**, for future elementary school teachers. Students following this track may complete their BA and all of the coursework for the multiple subjects credential in 4 years (rather than the usual 5 years). This track is designed for students who want to be elementary school teachers, are interested in completing our general track, and can maintain a GPA of 2.67 or higher for their first 3 years and a GPA of 3.0 in their final year. The reason that future elementary school teachers may choose this track is because there is not currently a waiver to enter teaching credential programs. Students working toward a concentration in Elementary Education may be required to fulfill specific requirements for entrance to a credential program and may need different courses based on state or university standards for the credential program. Students must be advised by the CAFS Program Coordinator every year to register for this track and to stay in it.

The second track in the CAFS program is our **General Track**. This track may also be used by students who desire to become elementary education teachers, preschool teachers, social workers, counselors, advocacy personnel, etc. All general education coursework for the university must be completed in addition to the courses specific to this major. It is critical that students following this track who wish to enter a teacher credential program (either multiple subject or preschool) notify their faculty advisor of their intentions so that they can be advised correctly.

The third CAFS track is our **Elementary Education Teacher Preparation Track**. This track is rarely utilized, as most students prefer the FAST track. In the CAFS major the students take a significant amount of coursework preparing them specifically to work with children in developmentally

appropriate ways. This degree track has been approved by the California Commission on Teacher Credentialing (CCTC) as a program that prepares students for passage of the subject matter examination that candidates must pass to receive the multiple subjects credential required for multiple subjects instruction in the public schools. This track does change as state requirements are changed. However, students do not have to choose this track. Students may choose the general track or FAST track, and enter the multiple subjects teaching credential program. Students are must meet with the Program Coordinator when choosing this track. With both this track and the FAST track students must meet all the prerequisites for the Teacher Credentialing program, including passing the CSET and CBEST.

Each of the tracks leading to the Bachelor of Arts Degree with a major in Child, Adolescent, and Family Studies requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 52-55). All CAFS majors must have current certification in First Aide and Adult, Child, and Infant CPR upon graduation.

Requirements for the Bachelor of Art Degree in Child, Adolescent and Family Studies: Fast Track

Total Units Required to Graduate	**180 units**
Major Requirements	**58-60 units**
Prerequisites	12
Core Courses	25-28
Major Courses	18-20
Minor Requirements	**10-20 units**
(May be able to double count Area and Theme class)	
Other University Requirements	**87-92 units**
CSUB 101	2
American Institutions	5
Area A	15
Area B	15
Area C	15
Area D	15
Theme 1	5
Theme 2	5
Theme 3	5
GRE	5*
GWAR (Exam) or Class	0-5
*satisfied in major, minor or other university requirement; may double count CAFS 320	
Additional Units	**8-25 units**

Requirements for the Major in Child, Adolescent and Family Studies (FAST) Track: Future Academic Studies for Teachers

Elementary Education Teacher Track

1. **Year 1 (54 units)**
   Fall (17 units)
   CSUB 101, A2 (C or higher), Area C, D4
   Winter (17 units)
   A1, B1-BIOL 100, D3-PLSI 101, CAFS 110
   Spring (20 units)
   A3, B4-stats (C or higher), CAFS 200, 230 or 280 or 430
2. **Year 2 (52 units)**
   Fall (17 units)
   EDTE 300, B2, Minor, CAFS 208 or 350 or 360
   Winter (15 units)
   HIST 231, D1 or D2 or D5, C4, Foreign Language
   Spring (20 units)
   CAFS 320 (GRE- if not 320 then another upper division CAFS course must also be taken), Minor, CAFS 312, C3-HIST 210, CBEST
3. **Year 3 (53 units)**
   Fall (18 units)
   Theme 1, CAFS 400, Minor, EDSP 301, CSET
   Winter (19 units)
   Theme 2, CAFS 410, 313 or 313, EDTE 410, GWAR (exam or course)
   Spring (16 units)
   Theme 3, Minor, CAFS 490, EDTE 416
4. **Year 4 (42 units)**
   Fall (16 units)
   EDTE 401, 415, EDEL 460, 461, 462
   Winter (13 units)
   EDEL 463, 464, 465, EDTE 402, RICA test
   Spring (13 units)
   EDEL 499, EDTE 403, 404

Recommended pattern of courses 201

Requirements for the Bachelor of Art Degree in Child, Adolescent and Family Studies: General Track

Total Units Required to Graduate	**180 units**
Major Requirements	**58-60 units**
Prerequisites	12
Core Courses	28
Major Courses	18-20
(9 Lower Division and 9 Upper Division)	
Minor Requirements	**20 units**
Other University Requirements	**82-92 units**
CSUB 101	2
American Institutions	5
Area A	15
Area B	15
Area C	15
Area D	15
Theme 1	5
Theme 2	5

Theme 3	5
GRE	0-5*
GWAR (Exam) or Class	0-5

*satisfied in major, minor or other university requirement

Additional Units **8-20 units**

Requirements for the Major in Child, Adolescent and Family Studies: General Track

1. **Prerequisite (12 units)**
   CAFS 110 or 310, 200, MATH 140 or PSYC 200
2. **Major Requirements (28 units)**
   CAFS 311, 312, 313, 400, 410, 490
3. **Foundation Courses** (complete at least 9 units in lower division coursework (100 and 200 level classes), and at least 9 units upper division coursework (300 and 400 classes)
4. **Lower Division Coursework**
   CAFS 208, 210, 220, 230, 240, 250, 280
5. **Upper Division Coursework**
   CAFS 320, 350, 360, 414, 420, 430, 440

Requirements for the Major in Child, Adolescent and Family Studies: Elementary Education/Subject Matter Preparation Track

A specialty concentration in Child, Adolescent, and Family Studies-Elementary Education provides an academic experience best suited to those who wish to teach in the elementary K-6 setting. The CAFS Elementary Education student will take classes that have been approved by the California Commission on Teacher Credentialing (CCTC) as a program meeting the requirements for the Elementary Education Multiple Subjects preparation. Upon successful completion of the courses described below, the student will have completed all the California State Department of Education and California State University course requirements for the Elementary Education Multiple Subject preparation for entrance into an Elementary Education Multiple Subject Credential program. This specialty track is for students who plan to become elementary teachers. Please see an advisor for a current listing of the required courses.

Requirements for the Minor in Child, Adolescent, and Family Studies

A student wishing to minor in Child, Adolescent and Family Studies should complete at least 20 quarter units in CAFS, of which at least 15 units must be upper division. A faculty member in the CAFS program must approve the specific course of study. This minor may be completed online. Courses required:

a. CAFS 200
b. Select three (3) of the following courses:
   CAFS 311, 312, 313, 320, 350, 360, 430
   Please note: CAFS 320 cannot count for your minor and your GRE requirement. It needs to be two (2) separate courses.

Requirements for the Minor for Liberal Studies Majors

Those students majoring in Liberal Studies and seeking a Child Development Concentration are recommended to take the following courses (a wider selection is available in the Liberal Studies office). This minor may be completed online. Courses required:

a. CAFS 200, 312
b. Select one (1) of the following courses:
   CAFS 280, 311, 313, 350
c. Select one (1) of the following courses:
   CAFS 320, 360, 430

Department of Communications
School of Arts and Humanities
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Department Office: Business Development Center, A230
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Website: www.csub.edu/comm
Faculty: A. Alali, J. Burger, G. Byrd, C. Cruz-Boone, M. Iyasere, E. Jackson, K. O'Bannon, J. Pratt, D. Simmons, M. Slaughter

Program Description
The Department of Communications offers the Bachelor of Arts in Communications. The program presents a combination of theoretical knowledge with practice and analytical skills, all oriented to the recognition and solution of communication problems as they occur in their various forms and within diverse contexts and media.

Students completing a major in Communications have the opportunity to apply what has been learned in related activity, production courses, and internships. Study will concentrate in one of three areas (Journalism, Public Relations, and Digital Media). The general emphasis of this program is upon breadth and flexibility in preparation for diverse career opportunities.

The department offers a minor in Communications and certificates in Public Relations, Journalism, and Digital Media.

For the Mission Statement, Program Goals and Objectives, and other information about the Department of Communications, please visit www.csub.edu/comm.

Requirements for the Bachelor of Arts Degree in Communications

Total Units Required to Graduate		**180 units**
Major Requirements		**66 units**
Lower Division Courses	6	
Upper Division Courses	15	
Upper Division Writing Course	5***	
Concentration Courses	20	
Communications Studies Courses	10	
Electives Courses	10	
Minor Requirements		**20 units**
Other University Requirements		**77-92 units**
CSUB 101	2	
American Institutions	5-10	
Area A	15*	
Area B	15	
Area C	15	
Area D	15	
Theme 1	5	
Theme 2	0-5**	
Theme 3	5	
GRE	0-5**	
GWAR (Exam) or Class	0***	

*COMM 108 satisfies the A1 requirement and is required for majors
**Theme 2 may be satisfied in the major, minor, or other university requirement
***COMM 304 satisfies this requirement with a grade of "C" or better, and is required for majors

Additional Units **2-32 units**
Sufficient coursework to meet the minimum requirement of 180 units.

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.

Requirements for the Major in Communications
General Core Requirements (26 units)
A. Lower Division Required Courses (6 units)
COMM 200, 274
B. Upper Division Required Courses (15 units)
COMM 309, 315, 490
C. Upper Division Writing Course (5 units)
COMM 304

Concentrations (20 units)
Choose one of the following:

A. **Journalism** (20 units)
Designed for students interested in careers in newspapers, TV, radio, magazines, book publishing, technical writing, writing for social media, and web publishing.
Required Courses: COMM 206, 306, 311, 404

B. **Public Relations** (20 units)
Designed for students interested in careers in public relations, organizational/corporate/intercultural communication and the related field of marketing.
Required Courses: COMM 206, 305, 350, 432

C. **Digital Media** (20 units)
Designed for students interested in digital media: digital imaging and graphic design, video and audio production, digital animation and interactivity. This concentration is ideally suited for the student desiring to specialize in video production, animation, graphic design and interactive design for the web.
Required Courses: COMM 240, 307, 387, 388

Communications Studies Courses (10 units)
Select two upper division courses: COMM 308, 317, 360, 370, 376, 377 (when relevant), 378, 405, 407, 435, 460, 477 (when relevant).

Electives Courses (10 units)
Ten (10) additional upper division units in Communications courses selected in consultation with a faculty advisor.

Portfolio Requirement
As part of COMM 490 (Senior Seminar), each student will prepare a portfolio that displays what has been gained from the major in Communications. The portfolio is a collection of materials that addresses each of the goals that the program

faculty expects students to achieve It also includes a personal statement and a brief analysis of each course taken for the major in Communications.

To create a portfolio, each student should maintain evidence from all communications courses and from other experiences that provide support for the student's accomplishments as a Communications major. Questions about the portfolio may be directed to the student's advisor or to any communications faculty member.

Completion of a Minor, Special Minor, or Augmented Major
Up to five units of internship courses (COMM 496, 497) or up to six units of activities courses (COMM 414, 418, 420, 422) may be counted toward the minor.

Requirements for the Minor in Communications
The minimum requirements for a minor in Communications are four courses totaling 20-quarter units at the 200-level or above (at least three of which must be upper division). Up to six units in activities courses (COMM 214/414, 218/418, 220/420, 222/422) may be counted toward the minor.

Certificates in Communications
Option I - A student majoring in Communications who completes at least six courses from the department's offerings in one of the following areas: Journalism, Public Relations, Digital Media, or Communication Studies is eligible to receive a certificate recognizing that achievement. At most four of the six courses can be applied towards requirements for the major.

Option II - A student not majoring in Communications who completes at least six courses (30 units) from the department's offerings in one of the following areas: Journalism, Public Relations, Digital Media, 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 COMM 309 and at least five other courses (25 units) reflecting the general scope of the communications discipline.

Teaching Credential - Liberal Studies
Communications is a concentration option for Liberal Studies majors.

Student Societies for Communications Majors
Lambda Pi Eta (The Official Honor Society of the National Communication Association)
Lambda Pi Eta (LPH) is the official undergraduate National Communication Honor Society of the National Communication Association (NCA). Established in 1985, LPH has over 200 chapters and over 4000 members nationwide. NCA directs and administers LPH, which is fully accredited by the Association of College Honor Societies (ACHS). LPH represents what Aristotle described in his book, *Rhetoric*, as the three ingredients of persuasion: Logos (Lambda) meaning logic, Pathos (Pi) relating to emotion and Ethos (Eta) defines as character credibility and ethics. The CSUB Chapter received its charter on May 25, 1999. In accordance with the date of its founding, the CSUB official Greek name is *Iota Zeta*. The goals of Lambda Pi Eta are to: recognize, foster, and reward outstanding scholastic achievement; stimulate interest in the field of communication; promote and encourage professional development among communication majors; provide an opportunity to discuss and exchange ideas about the field; establish and maintain close relationships and understanding between faculty and students; and explore options for further graduate studies. In order to qualify for membership in Lambda Pi Eta, a student must have completed at least 90 units in college; 18 units of communications study; have a cumulative GPA of at least 3.0; have a communications studies GPA of at least 3.25; be in a good standing at the college or university; and display commitment to the field of communication. Once a student is inducted in Lambda Pi Eta, he or she is a member for life.

Public Relations Student Society of America (PRSSA) - CSUB Chapter
The Public Relations Student Society of America is the preeminent public relations student organization in the world. The CSUB Chapter is chartered by the Public Relations Society of America (PRSA) Board of Directors. The mission of PRSSA is twofold: (1) to serve its members by enhancing their knowledge of public relations and providing access to professional development opportunities; and, (2) to serve the public relations profession by helping to develop highly qualified well-relations.

Department of Computer and Electrical Engineering and Computer Science
School of Natural Sciences, Mathematics, and Engineering
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Website: www.cs.csubak.edu
Faculty: M. Danforth, S. Garcia, S. Jafarzadeh, W. Li, H. Mehrpoyan, T. Meyer, D. Meyers, L. Niu, M. Thomas, H. Wang, A. Wani

Program Description
Computer Engineering is a field, which in some sense, resides between the long-established fields of Computer Science and Electrical Engineering. It is concerned with topics such as analog and digital circuit design, embedded controllers, computer hardware, system software, computer system design, data communication, signal processing, computer networks, robotics, computer vision, graphics and image processing, and other topics in computing where hardware plays an important role. Computer engineers often work with other engineers, physical scientists, and software engineers.

Requirements for the Bachelor of Science Degree in Computer Engineering

Total Units Required to Graduate		**180-186 units**
Major Requirements		**139 units**
ECE/CMPS Courses	81	
Cognates	58	
Minor Requirement		**0 units**
Other University Requirements		**40-47 units**
CSUB 101	2	
American Institutions	5	
Area A	10*	
Area B	0*	
Area C	10	
Area D	10**	
Theme 1	0*	
Theme 2	0**	
Theme 3	0**	
GRE	3-5	
GWAR (Exam) or Class	0-5	
Additional Units		**0-1 units**

*A3, B1, B2, B3, B4, Theme 1, Theme 2 satisfied in major.
**Computer Engineering General Education ABET Reductions (see Notes).

Requirements for the Major in Computer Engineering
1. **Lower Division** (24 units):
   ECE 160, CMPS 150, 221, 223, 224, 295
2. **Upper Division required** (42 units):
   ECE 304, 307, 320, 321, 322, 360, 420, 490A, 490B
3. **Upper Division Electives ECE** (3 courses) (15 units):
   Choose one course from each of the three areas:
   Communications, Signal Processing, Networking:
   ECE 422, 423, 425, 426
   Embedded Systems, Computer Control, Robotics:
   ECE 457, 432
   Computer Vision and Image Processing:
   ECE 446, 447
4. **Cognate Requirements** (53 units):
   MATH 201, 202, 203, 204 or MATH 231, 232, 233, 234, MATH 230 or 330, and MATH 340, PHYS 221, 222, 223, PHYS or ENGR 207

General Education Courses and Notes:
- ECE 490A or 490B satisfies Theme 1.
- PHIL 316 must be taken and will satisfy Theme 2 and the Computer Engineering Ethics requirement.
- For Computer Engineering majors, A3 is waived.
- PHYS 221 will satisfy Areas B1 and B3.
- Area B2 is waived for Computer Engineering majors.
- For Computer Engineering majors, HIST 231 or 232 will (double) count for both 5 units of Area C as well as for American Institutions.
- The Computer Engineering ABET 3c. and 3h. Student Outcomes waive 5 units in Area D and waive 5 units of Theme 3.

Requirements for the Bachelor of Science Degree in Computer Engineering with a Concentration in Electrical Engineering (This concentration has been elevated to a Degree Program. Please see Electrical Engineering).

Department of Computer and Electrical Engineering and Computer Science
School of Natural Sciences, Mathematics, and Engineering
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Program Description
Computer Science is a constantly 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 three concentrations. The Computer Science concentration follows the guidelines recommended by the Association for Computing Machinery (ACM) and the Accreditation Board for Engineering and Technology (ABET). The Computer Information Systems Concentration is intended for training application programmers or for those who wish to apply computer science in another discipline. The Information Security Concentration is intended for students who wish to pursue a career in information assurance and security, either with government agencies or with industry. Students in the three concentrations will take different advanced courses of their choice. A Computer Science minor is also offered.

The Hardware Concentration has been replaced by the Computer Engineering degree, effective Fall 2011. New students will no longer be allowed to declare this concentration. Existing students should consult the catalog that they entered under or a department advisor for the graduation requirements of this concentration .

The Computer and Electrical Engineering and Computer Science Department moved into a new building in Fall 2008 together with the Mathematics Department and have received almost a threefold increase in space. The department administers its own local area network which includes multiple Unix/Linux servers, two software programming labs, a walk-in lab, one advanced workstation lab, an isolated network lab, an AI/isolation lab, a DSP/communications lab, one digital electronics hardware lab, and a robotics lab. There is also a departmental library available to students. An important goal of the department is to enable students to work much more closely with faculty than they would be able to at larger universities. A detailed description of student learning goals and objectives can be found at http://www.cs.csub.edu/index.php?t=1&p=academic_info/program_info/index.

Requirements for the Bachelor of Science Degree in Computer Science

A. **Computer Science Concentration**
This concentration follows the guidelines of the Association for Computing Machinery (ACM) and the Accreditation Board for Engineering and Technology (ABET). Students in this track will take advanced courses of their choice.

Total Units Required to Graduate		**180-181 units**
Major Requirements		**129 units**
CMPS Courses	87	
Cognates	42	
Minor Requirement		**0 units**
Other University Requirements		**47-52 units**
CSUB 101	2	
American Institutions	5	
Area A	15	
Area B1, B2, B3	0*	
Area C	10	
Area D	10**	
Theme 1	0*	
Theme 2	0*	
Theme	0**	
GRE	5	
GWAR (Exam) or Class	0-5	
Additional Units		**0-4 units**

*B1, B2, B3, B4, Theme 1, Theme 2 satisfied in major
**Computer Science General Education ABET Reductions (see Notes)

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the Major in Computer Science Concentration
1. **Introductory courses** (16 units):
   CMPS 150 (or 215), 221, 222, 223
2. **Intermediate courses** (55 units):
   CMPS 224, 295, 312, 320, 321, 335, 342, 350, 356, 360, 376
3. **Advanced courses** (16 units):
   CMPS 490A, 490B

Two courses from the following:
Algorithms and Complexity
CMPS 411
Architecture and Organization
CMPS 420, 421, 422
Intelligent Systems
CMPS 432, 456, 457

Programming Languages
CMPS 410, 450
Operating Systems, Security and Computer Networks
CMPS 445, 451, 460, 475, 476
Software Engineering and Database Systems
CMPS 435, 442, 465
Visual Computing
CMPS 371, 471, 472, 473
CMPS 477 Special Topics in Computer Science
Depending on topic, this course may count for one of the sub-areas above.

4. **The following math/physics courses** (37 units):
   MATH 201, 202, 203 or MATH 231, 232, 233, MATH 230 or 330, and MATH 340, PHYS 221, 222.
5. **General Education Courses and Notes:**
   - CMPS 490A, 490B satisfies Theme 1.
   - PHIL 316 must be taken and will satisfy Theme 2 and the Computer Science Ethics requirement.
   - PHYS 221 will satisfy Areas B1 and B3.
   - Area B2 is waived for Computer Science majors.
   - For Computer Science majors, HIST 231 or 232 will (double) count for both 5 units of Area C as well as for American Institutions.
   - The Computer Science ABET 3c. and 3h. Student Outcomes waive 5 units in Area D and waive 5 units of Theme 3.

B. **Computer Information Systems Concentration**
This concentration is intended for training application programmers or for those who wish to apply computer science in another discipline.

Total Units Required to Graduate		**180 units**
Major Requirements		**112 units**
CMPS Courses	102	
Cognates	10	
Minor Requirement		**0 units**
Other University Requirements		**52-57 units**
CSUB 101	2	
American Institutions	5	
Area A	15	
Area B	5*	
Area C	10	
Area D	10**	
Theme 1	0*	
Theme 2	0*	
Theme 3	0**	
GRE	5	
GWAR (Exam) or Class	0-5	
Additional Units		**11-16 units**

*B2, B4, Theme 1, Theme 2 satisfied in major
**Computer Science General Education ABET Reductions (see Notes)

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the Major in Computer Information Systems Concentration

1. **Introductory courses** (21 units):
   CMPS 150 (or 215), 211, 221, 222, 223
2. **Intermediate courses** (50 units):
   CMPS 295, 312, 335, 342, 350, 356, 360, 371, 376, 394
3. **Advanced courses** (11 units):
   CMPS 435 or 442 or 450 or 456 or 460 or 471 or 476 and CMPS 490A, 490B
4. **Required Mathematics courses** (10 units):
   MATH 140, 192
   Higher level mathematics courses (MATH 201 or higher) may be used for either of the mathematics requirements.
5. **Electives from** (20 units):
   CMPS 215, 216, 280, or any other 300-400 level computing course taken with the consent of the program advisor. Courses from other departments relevant to CIS (not exceeding 10 units) may be taken with the written consent of the program advisor. A minor in another department can be used to offset some electives upon approval of a Computer Science Department advisor.
6. **General Education Courses and Notes:**
   - CMPS 490A, 490B satisfies Theme 1.
   - PHIL 316 must be taken and will satisfy Theme 2 and the Computer Science Ethics requirement.
   - Area B2 is waived for Computer Science majors.
   - For Computer Science majors, HIST 231 or 232 will (double) count for both 5 units of Area C as well as for American Institutions.
   - The Computer Science ABET 3c. and 3h. Student Outcomes waive 5 units in Area D and waive 5 units of Theme 3.

C. **Information Security Concentration**
This concentration is intended for students who wish to pursue a career in information assurance and security, either with government agencies or with industry.

Total Units Required to Graduate		**180 units**
Major Requirements		**127 units**
CMPS Courses	67	
Cognates	60	
Minor Requirement		**0 units**
Other University Requirements		**52-57 units**
CSUB 101	2	
American Institutions	5	
Area A	15	
Area B	5*	
Area C	10	
Area D	10**	
Theme 1	0*	

Theme 2	0*
Theme 3	0*
GRE	5
GWAR (Exam) or Class	0-5

Additional Units **1 unit**

*B2, B4, Theme 1, Theme 2, Theme 3 satisfied in major.
**Computer Science General Education ABET Reductions (see Notes).

Requirements for the Major in Information Security Concentration

1. **Introductory courses** (16 units):
   CMPS 150 (or 215), 221, 222, 223
2. **Intermediate courses** (30 units):
   CMPS 295, 312, 335, 350, 360, 376
3. **Advanced courses** (21 units):
   CMPS 490A, 490B
   Choose at least 15 units from the following list (one course must be 400-level):
   (CMPS 215 and 216) or 340 or 342 or 445 or 451 or MATH/CMPS 475, or CMPS 476
   Another 300-/400-level CMPS, ECE or MATH elective may be taken with the consent of a program advisor.
4. **Required Cognate courses** (30 units):
   PHIL 316 must be taken and will satisfy General Education Theme 2 and the Computer Science Ethics requirement. MATH 201, 202, 203 or MATH 231, 232, 233, MATH 230 or 330 and MATH 340
5. **Global Intelligence and National Security (GINS) Cognate Courses** (30 units):
   PLSI 304 and CRJU 440
   One GINS Intelligence Analytical Tools course selected from the following list:
   GEOL 450 or CRJU 494
   If a Geographical Information Systems (GIS) Tools course is not available, CMPS 371 or 471 or ECE 446 or 447 may be substituted for the GIS course.
   At least 15 units of GINS Focus Area courses selected from the following list:
   Up to 10 units of GINS strategic language courses, HIST 325 or 340 or 358 or 413 or 426 or PLSI 302 or 303 or 308 or 309 or 323 or 328 or 376 or SOC 450
   Other GINS Focus Area courses may be used with the consent of a program advisor.
6. **General Education Course and Notes:**
   - CMPS 490A, 490B satisfies Theme 1.
   - PHIL 316 must be taken and will satisfy Theme 2 and the Computer Science Ethics requirement.
   - PLSI 304 must be taken and will satisfy Theme 3.
   - Area B2 is waived for Computer Science majors.
   - For Computer Science majors, HIST 231 or 232 will (double) count for both 5 units of Area C as well as for American Institutions.
   - The Computer Science ABET 3c. and 3h. Student Outcomes waive 5 units in Area D.

D. **Computer Science Hardware Concentration**
The Hardware Concentration has been replaced by the Computer Engineering degree, effective Fall 2011. New students will no longer be allowed to declare this concentration. Existing students should consult the catalog that they entered under or a department advisor for the graduation requirement of this concentration.

Requirements for a Minor in Computer Science

A Minor in Computer Science will require the student to take a total of at least 20 units of 200-level or higher course work as well as satisfy the additional requirements:

a. CMPS 223 (which requires CMPS 221 or the equivalent).
b. One course chosen from the following: CMPS 215, 222, 224 or 295.
c. At least 10 units of upper division course work in computer science (normally two courses) chosen with the help of a computer science advisor. MATH 305 may be substituted for one computer science course.

Department of Criminal Justice
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Adjunct Faculty: C. Chung, L. Chung, C. Estes, J. Martinez, J. Turner, G. Williamson, M. Williamson, K. Zimmerman

Program Description
The Bachelor of Arts (B.A.) degree in Criminal Justice at CSU Bakersfield is designed to provide the student with familiarity in the major components of the U.S. criminal justice system, including law enforcement, prosecution, courts, and corrections organized on local, state, and federal levels.

Mission Statement for the Bachelor of Arts Degree in Criminal Justice
The Bachelor of Arts degree in Criminal Justice is designed to empower students as critical thinkers, effective oral communicators, and competent writers on subject matters of crime and justice including: (1) the nature, extent, and causation of crime; (2) knowledge in research methods and statistical applications to promote an understanding of criminal behavior and to assess the effectiveness of criminal justice policies; (3) the role of criminal law in the regulation of human conduct and maintenance of stability in society; (4) the philosophy, theory, policies, practices, processes, and reform of the U.S. police agencies at the federal, state, and local levels; (5) the philosophy and goals of criminal punishment and to understand the structure, processes, and reform of the U.S. correctional agencies at the federal, state, and local level.

Graduates who have acquired these skills and knowledge and have been exposed to other relevant topics, such as juvenile delinquency, the role of women and victims in the justice process, ethical concerns for criminal justice practitioners, understanding of the appreciation for cultural and ethnic diversity, the connection between drugs and crime, and the dynamics of gangs and violence, are prepared for graduate study, law school, or challenging careers in the field of criminal justice. Students who graduate from the Criminal Justice program should be able to demonstrate the skills and knowledge as stated in the goals and objectives which can be found at the department's website.

Requirements for the Bachelor of Arts in Criminal Justice

Total Units Required to Graduate		**180-190 units**
Major Requirements		**76 units**
Prerequisites	15 units	
Basic Core Courses	21 units	
CRJU Systems & Area Courses	20 units	
Theme and Elective Courses	20 units	
Minor Requirement		**20 units**
Other University Requirements		**52-92 units**
CSUB 101	2	
American Institutions	5-10*	
Area A	15	
Area B	10-15**	
Area C	10-15*	
Area D	5-15*	
Theme 1	5	
Theme 2	0-5*	
Theme 3	0***	
GRE	0-5*	
GWAR (Exam) or Class	0-5****	

*may be satisfied in lower-division prerequisite, major, minor, or other university requirement
**B4 is lower-division prerequisite
***satisfied with CRJU 310, a Basic core course
****0 if student satisfactorily completes exam

Additional Elective Units **0-32 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one-hour of in-class work and 2-3 hours of outside study per week.

Requirements for the Major in Criminal Justice
Prerequisites to the major:
CRJU 100, 200 or MATH 140 or PSYC 200, SOC 100 or PSYC 100
Basic Core Courses:
CRJU 250 (Pre: MATH 140 or PSYC 200), 310, 371, 490
Criminal Justice systems and areas courses:
1. **Required courses:**
   CRJU 376, 378, 379
2. **Select one of the following:**
   CRJU 380, 420, 430
3. **Theme and Elective Courses in Criminal Justice:**
   a. Race and Gender in Criminal Justice (select one) CRJU 325, 330
   b. Drugs, Gangs and White Collar Crime (select one) CRJU 340, 345, 350
   c. Criminal Justice Electives (select two) CRJU 150, 210, 440, 477, 480, 494, 496, 497, 499

Minor, Concentration, and 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 and the AVP for Academic Programs, taken outside the major discipline.
2. A minor consisting of at least 20 quarter units within a minor program designed and approved by another discipline.
3. An interdisciplinary concentration or minor in one of the specially developed areas.

Requirements for the Minor in Criminal Justice

Four courses, including CRJU 100, or an approved equivalent, and three upper division Criminal Justice courses, as approved by the Department of Criminal Justice.

Department of Economics
School of Business and Public Administration
Department Chair: Mark O. Evans
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Economics is the science of decision making under scarcity and of how societies organize the production and distribution of goods and services. Knowledge of economics can make a significant contribution to citizenship, cultural and intellectual development, and career preparation. Economics is an analytical discipline that reinforces skills such as decision-making, making logical deductions and statistical inferences, and collecting and analyzing data. The economics curriculum provides an understanding of economic theory and applies the theory to real world problems such as evaluating public policies, analyzing the external economic environments of organizations, and formulating tactical and strategic decisions within organizations. Economics majors will typically find occupations in government, business, education, finance, agriculture, global management, agriculture, diplomacy, or the law.

The Economics Department offers both a Bachelor of Arts and Bachelor of Science degree. The B.A. in Economics allows great flexibility in selecting a minor and general electives. The B.S. degree has more requirements in order to maximize opportunities for economics majors intending to launch a professional career directly after completion of the baccalaureate.

Requirements for the Bachelor of Science in Economics

Total Units Required to Graduate		**180 units**
Major Requirements		**108 units**
Lower Division	27	
Depth Cognate	15	
Upper Division	46	
Emphasis Area	20	
Other University Requirements		**62 units**
CSUB 101	2	
American Institutions	10	
Area A	15	
Area B	10*	
Area C	15	
Area D	5*	
Theme 1	5	
Theme 2	0*	
Theme 3	0*	
GRE	0*	
GWAR (Exam) or Class	0**	
Additional Units		**10 units**

*Area B4, Area D2, Theme 2, Theme 3, and GRE can be satisfied in the major
**GWAR can be satisfied without course units

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the B.S. Major in Economics

A. **Lower Division Requirements**
   1. ECON 201, 202, 210, and 220; MATH 140 and ACCT 220

B. **Upper-Division Requirements**
   2. ECON 301, 302, 420, and 490 (or 490A and 490B) all with C- or better
   3. ECON 388, 488, and 451; ECON 410 or 440
   4. Two (2) Economics electives

C. **Depth Cognate**
   One of the following three-course sequences:
   1. Accounting: ACCT 221, 300, 301
   2. Analytics: ECON 320 or MIS 320; ECON 453; MIS 340
   3. Calculus: Three from MATH 192, 201, 202, 203

D. **Emphasis Area**
   Four-course emphasis area (20 units) approved upon reaching junior status as forming a professionally related area of breadth or depth. Students interested in careers as operations analysts should complete the Analytics cognate and consult with the Chair to develop an emphasis area further expanding their skill set in this area. For most business careers, whether or not an MBA is in your plans, use accounting or analytical methods as the depth cognate and business administration courses aligning with career plans for the emphasis area. Students interested in banking and finance careers should use accounting as the cognate and finance and professional selling courses for the emphasis area. The accounting cognate also is recommended for students pursuing the B.S. who intend to go to law school. Students interested in careers with government or nonprofits should complete the analytics cognate and include PPA 492 among the PPA courses comprising an emphasis area. Students intending to apply to doctoral programs in Economics should use calculus as the cognate and complete recommended math courses that require calculus as a prerequisite for the emphasis area.

Requirements for the Bachelor of Arts in Economics

Total Units Required to Graduate		**180 units**
Major Requirements		**93 units**
Lower division	22	
Upper division	51	
Minor or Special Minor	20	
Other University Requirements		**62 units**

CSUB 101	2
American Institutions	10
Area A	15
Area B	10*
Area C	15
Area D	5*
Theme 1	5
Theme 2	0*
Theme 3	0*
GRE	0*
GWAR (Exam) or Class	0**

Additional Units **25 units**

*Area B4, Area D2, Theme 2, Theme 3, and GRE can be satisfied in the major

**GWAR and foreign language requirement can be satisfied without course units

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.

Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the B.A. Major in Economics, General Track

A. **Lower Division Requirements**
   1. ECON 201, 202, 210, and 220; MATH 140
B. **Upper Division Requirements**
   1. ECON 301, 302, 420, and 490 (or 490A and 490B) all with C- or better
   2. ECON 388 and 488; PHIL 333 or PLSI 333, ECON 410 or 440
   3. Four (4) Economics electives
C. **A minor is required (selected from one of the following three options):**
   1. A minor consisting of at least 20 quarter units within a major program designed by another discipline.
   2. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors").
   3. A special minor.

Requirements for the B.A. Major in Economics, Global Economics Track

A. **Lower Division Requirements**
   1. ECON 201, 202, 210, and 220; MATH 140
B. **Upper Division Requirements**
   1. ECON 301, 302, 420, and 490 (or 490A and 490B) all with C- or better
   2. ECON 388, 488, 410, and 440, PHIL 333 or PLSI 333
   3. Three (3) Economics electives (ECON 311, 341, 343, 370, 372, 430, and 441 recommended)
   4. A special minor of at least 20 units that includes at least one university-level course in a foreign language (103 or higher) and three upper division courses with global or international focus approved by an Economics advisor and the AVP for Academic Programs.

Requirements for the B.A. Major in Economics, Pre-Law Track

In our nation's most prestigious law schools, the study of law is being combined with the economic analysis of the law. Economics is a popular undergraduate major for those students interested in going to law school. The BA in Economics, Pre-Law concentration, combines the strengths of Economics with those of related disciplines to provide students with exceptional career preparation.

A. **Lower Division Requirements**
   1. ECON 201, 202, 210, and 220; MATH 140
B. **Upper Division Requirements**
   1. ECON 301, 302, 420, and 490 all with C- or better
   2. ECON 404, 388, 488; INST 420; PHIL 333 or PLSI 333
   3. Four (4) Economics electives.
C. **Special Minor: Four Philosophy and Political Science courses selected as follows**:
   1. Two of the following: PHIL 316, 350, 432, 435
   2. Two of the following: PLSI 314, 315, 370, 411

Requirements for the B.A. Major in Economics and Social Science Teacher Preparation Program

There is an additional set of requirements for this option: the single subject teacher preparation program for teaching History and Social Science. Underlined options double-count for the Economics major.

I. Core Requirements (10 courses; 50 quarter units)
HIST 231 and 232

Three courses from the following, one of which must be in world history:
HIST 202 or 210, 204 or 211, 206 or 212, 374, ECON 201 and 202

One of the following:
GEOG 302, GEOG/ECON 395, HIST 330, PLSI 332, INST 390

II. Breadth and Depth requirements (7 courses; 35 units)
Choose one course from each group:

A. U.S. History
   HIST 351, 352, 356, 357, 358, 359
B. World History and Perspectives (One from each group):
   1. Africa/Asia
      HIST 327, 413, 423, 424, 425, 426, 481
   2. Europe/Latin America
      HIST 306, 307, 308, 309, 325, 340, 442, 443
   3. International Relations/Global Perspectives
      ECON 311, 341, PLSI 304, BEHS 307, PLSI 308, 309, 322, 323, 324
C. U.S. Constitution/Government
   PLSI 314, 315, 316, 317, 335
D. International Economics
   ECON 410, 440, PLSI 404
E. Comparative religious/ethical systems
   RS 110, 111, 316, 320, 323
F. CSUB Gender, Race, Diversity Requirement
   Social Science students must satisfy the University's GRE requirement through one of the following courses taken

from a discipline other than that of their declared major: ANTH 438, ECON 380, HIST 421, 462, 465, 466, 467, 468, PLSI 339, PSYC 421, RS 326, SOC 327, 335, 336, 337, 338, 370

G. Additional Courses to Complete the B.A. in Economics
Taken alone, the Social Science Preparation Program is neither a degree program nor a major. The following additional courses are needed to complete all major requirements for the B.A. in Economics (assuming ECON 311, 395, and 410 or 440 are used to meet the above requirements and General History is used to meet the minor requirement.

1. Lower Division Requirements: MATH 140 and ECON 210, 220
2. Upper Division Requirements: ECON 301, 302, 420, and 490 AB all with C- or better
3. ECON 388, 488, and two (2) additional upper division Economics courses
   Please note that only those courses earning a C- or higher may be counted toward the Social Science Teacher Preparation Program. Also, an overall minimum GPA of 2.7 is required for certification of subject matter competency.

Requirements for the Minor in Economics (20 units)

1. ECON 201 and 202
2. Two upper-division Economics courses
   Note: Three upper division electives are required if both ECON 201 and 202 are required for the student's major.

Department of Computer and Electrical Engineering and Computer Science
School of Natural Sciences, Mathematics, and Engineering
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Program Description
Electrical Engineering is a large and expanding field which is concerned with the following fundamental areas: digital signal processing, semiconductor electronics, microprocessors and embedded systems, VSLI design, cyber-physical systems, data communications, energy systems and power electronics, transmission and distribution, RF and microwave, robotics and control system design, electromechanics and mechatronics, computer networks, digital design, image processing and computer vision. If computer science can be regarded to be on the information processing side of computer engineering, then electrical engineering can be regarded to be on the side which builds upon the fundamental physical properties of electricity and magnetism. Electrical engineers often work with other engineers, physical scientists, and computer scientists.

Requirements for the Bachelor of Science Degree in Electrical Engineering

Total Units Required to Graduate		**180 units**
Major Requirements		**133 units**
CMPS/ECE Courses	70	
Cognates (includes PHIL 316)	63	
Other University Requirements		**42-47 units**
CSUB 101	2	
American Institutions	5	
Area A	10*	
Area B	0*	
Area C	10	
Area D	10**	
Theme 1	0*	
Theme 2	0*	
Theme 3	0**	
GRE	5	
GWAR (Exam) or Class	0-5	
Additional Units		**0-5 units**

*A3, B1, B2, B3, B4, Theme 1, Theme 2 satisfied in major or cognate
**Electrical Engineering General Education ABET Reductions (see Notes)

Requirements for the Major in Electrical Engineering
1. **Lower Division** (14 units):
   ECE 160, CMPS 150, 221, 224
2. **Upper Division required** (41 units):
   ECE 304, 307, 320, 330, 332, 337, 423, 490A, 490B
3. **Upper Division Electives** (3 courses) (15 units):
   Select three courses from: ECE 306, 322, 336, 420, 422, 424, 425, 426, 432, 433, 434, 446, 447, 457, 464
4. **Cognate Requirements** (58 units):
   MATH 201 or 231, MATH 202 or 232, MATH 203 or 233, MATH 204 or 234, MATH 230 or 330, and MATH 340, CHEM 211, PHYS 221, 222, 223, PHYS/ENGR 207

General Education Courses and Notes:
- ECE 490A, 490B satisfies Theme 1.
- PHIL 316 must be taken and will satisfy Theme 2 and the Electrical Engineering Ethics requirement.
- For Electrical Engineering majors, A3 is substituted by PHYS/ENGR 207.
- PHYS 221 will satisfy Areas B1 and B3.
- Area B2 is waived for Electrical Engineering majors.
- For Electrical Engineering majors, HIST 231 or 232 will (double) count for both 5 units of Area C as well as for American Institutions.
- The Electrical Engineering ABET 3c. and 3h. Student Outcomes waive 5 units in Area D and waive 5 units of Theme 3.

COURSE DESCRIPTIONS
Note: All Computer Engineering and Electrical Engineering courses descriptions are listed under the Computer Engineering Degree Program and carry the ECE prefix.

Department of Physics and Engineering
School of Natural Sciences, Mathematics, and Engineering
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Program Description
Engineering Sciences is a broad-based general engineering degree program. As such, it provides the graduate flexibility, breadth of technical knowledge, and communication skills so important in today's rapidly changing multidisciplinary and multicultural work environment. The student may opt for a BS in Engineering Sciences with an Emphasis on Biosystems and Agricultural Engineering, Engineering Management, or Petroleum Engineering by the appropriate choice of electives.

The Engineering Sciences program provides a curriculum and course of training that prepares the student not only for today's challenges, but also for future ones in a fast-paced, global, and diverse society. The program emphasizes the fundamentals of engineering and modern methods, processes and technologies, and also gives the students the tools to learn by themselves and to pursue life-long learning. Furthermore, the program and the faculty strive to ensure that graduates also attain a global understanding of the environmental, ethical and societal impacts of the technologies they help develop.

The program offers opportunities for team-based design projects in collaboration with local industries and public institutions, thus preparing students for careers in for-profit and non-profit organizations, or to further their education in graduate school. Faculty members of the Department of Physics and Engineering will be pleased to advise any students who may wish to pursue this major. For student learning objectives and more information, visit our website at www.csub.edu/engineering.

Requirements for the Bachelor of Science Degree in Engineering Sciences

Total Units Required to Graduate		**180 units**
Major Requirements		**140 units**
ENGR Courses	88	
Cognates	52	
Other University Requirements		**40-47 units**
CSUB 101	2	
American Institutions	10[a]	
Area A1, A2	10[b]	
Area B	0[b, c]	
Area C	10[a]	
Area D	5[a, d]	
Theme 1	0[b]	
Theme 2	0[e]	
Theme 3	0[c]	
GRE	3-5	
GWAR (Exam) or Class	0-5	

[a]Assumes PLSI 101 or PPA 275 is taken to double-count American Institutions and Area D3. HIST 231 or 232 will double-count American Institutions and Area C3
[b]A3, B1, B3, Theme 1 satisfied in major or cognate
[c] B2 and Theme 3 requirements waived for Engineering Sciences majors
[d]Engineering Sciences majors have a 5-unit reduction in area D requirements
[e]PHIL 316 is required for the major and satisfies the Theme 2 requirement

Major Requirements for the Bachelor of Science Degree in Engineering Sciences

1. **Lower Division** (30 units):
   ENGR 160, 161, 162, 207, 240, 241, 243, 244
2. **Upper Division Required** (35 units):
   ENGR 300, 301, 310, 320, 330, 401, 405, 490A, 490B, 490C
3. **Upper Division Electives** (23 units):
   ENGR 307, 340, 341, 342, 351, 410, 420, 422, 424, 426, 440, 441, 442, 452, 453, 454, 477
4. **Cognate Requirements** (52 units):
   MATH 201, 202, 203, or MATH 231, 232, 233, MATH 205 and PHYS 221,222, CHEM 211, 211L, 212, 212L, PHIL 316, and a total of at least 5 units from the following list (Biosystems and Agricultural Engineering Emphasis students must take BIOL 100, 103, 201, 202, or 203): any BIOL or GEOL course, CHEM 213, 213L, MATH 204 or 234, 206, PHYS 223, 323A, 323B, 325

Requirements for the Major in Engineering Sciences with Biosystems and Agricultural Engineering Emphasis
The Biosystems and Agricultural Emphasis is obtained by taking the courses required above for the BS degree in Engineering Sciences, but choosing the following 23 units of Upper Division electives:

1. ENGR 340, 341, 342, 440, 441, 442
2. In addition, students pursuing this emphasis must take one of the following courses: BIOL 100, 103, 201, 202, or 203
3. In addition, students pursuing this emphasis are encouraged to undertake a design project related to biosystems and agricultural engineering, when available, in ENGR 490A, 490B and 490C
4. Although not required for the emphasis, students are strongly advised to take ENGR 307 and 426

Requirements for the Major in Engineering Sciences with Engineering Management Emphasis

The Engineering Management Emphasis is obtained by taking the courses required above for the BS degree in Engineering Sciences, but choosing the following Upper Division electives:

1. ENGR 420, 422, 424, 426
2. An additional 7 units of electives that apply towards the BS in Engineering Sciences

Requirements for the Major in Engineering Sciences with Petroleum Engineering Emphasis

The Petroleum Engineering Emphasis is obtained by taking the courses required above for the BS degree in Engineering Sciences, but choosing the following 23 units of Upper Division electives:

1. ENGR 351, 426, 452, 453, 454
2. In addition, students pursuing this emphasis are encouraged to undertake a design project related to petroleum engineering, when available, in ENGR 490A, 490B and 490C

Information on General Education Courses

- CSUB 101 Roadrunner RUSH-A seminar is required for entering Freshman
- Any of the required Physics courses (PHYS 221, 222) or CHEM 211, 211L, 212, 213L will satisfy Areas B1and B3
- Area B2 is waived for Engineering Sciences majors
- Any of the required calculus courses (MATH 201, 202, 203, or MATH 231, 232, 233) will satisfy Area B4
- Area A3 is substituted by ENGR 207 for Engineering Sciences
- US History double-counts for Area C3
- Engineering Sciences majors are required to take only 10 units of Area D courses, 5 of which can be double-counted in American Institution by taking either PLSI 101 or PPA 275
- Theme 3 is waived for Engineering Sciences majors
- PHIL 316 Professional Ethics must be taken and will satisfy Theme 2
- EDTE 416 is a 3 unit course which satisfies the GRE requirement

Department of English
School of Arts and Humanities
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Emeriti: S. Carter, L. Clymer, V. Lasseter, M. Pawlowski, J. Spencer, R. Stockton

Program Description
Study in the Department of English leads to an understanding and appreciation of British, American and other literatures in English, and of the English language, its aesthetic and functional properties, its uses, and the methods by which impressions and ideas are articulated and communicated.

The BA in English emphasizes in-depth study of the nature of the English language, the British, American and other literary traditions, creative writing, and critical approaches to literature. The Department of English offers a BA in English with two emphases: The English Major in Language and Literature (EMLL) and the English Major with Credential Emphasis (EMCE). The EMLL program offers both breadth and flexibility in preparation for a diversity of career opportunities while the EMCE provides subject matter preparation for prospective English Language Arts teachers. English program goals and objectives can be found at the department's website.

The department also offers a minor in English Literature, a minor in Linguistics, and a minor in Children's Literature. In addition, the department has two post-baccalaureate certificates, in Writing and in Children's Literature.

The Intensive English Language Center (IELC) offers a language immersion program into American English. The noncredit program offers daily instruction in reading/vocabulary, writing/grammar, and listening/speaking. TOEFL preparation is available (see IELC, page 90).

Requirements for the Bachelor of Arts Degree in English: English Major in Language and Literature (EMLL)

Total Units Required to Graduate		**180 units**
Major Requirements		**81 units**
Lower Division	26	
Upper Division	55	
Minor Requirement		**20 units**
Other University Requirements		**77-92 units**
CSUB 101	2	
American Institutions	5-10*	
Area A	15	
Area B	15	
Area C	10-15*	
Area D	10-15*	
Theme 1	5	
Theme 2	0-5*	
Theme 3	5	
GRE	0-5*	
GWAR (Exam) or Class	0-5*	

*may be satisfied in major, minor or other university requirement

Additional Units **0-8 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the English Major in Language and Literature (EMLL)
Lower Division Requirements (26 units)
Note: Students must complete a minimum of 15 units of the lower-division courses in the major before enrolling in upper-division courses in the major.
1. ENGL 110
2. ENGL 101 or the equivalent (ENGL 235 for Honors Students)
3. ENGL 204 or 205 or 207
4. ENGL 208 or 209 or 290
5. Elective (may count toward Optional Emphasis; see below). Any lower-division literature, linguistics, or creative writing course
6. ENGL 200

Upper Division Requirements (55 units)
1. ENGL 300, 311
2. ENGL 319 or 414
3. **Literature before 1800:** (Select one of the following): ENGL 320 or 330 or 340
4. **Major Writers:** (Select one of the following): ENGL 325 or 335 or 336 or 337
5. **Gender and/or Ethnicity:** (Select one of the following): ENGL 364, 365, 366, 370, 372, 373 or 374
6. **Electives:** (20 units) (Select four of the following): Two electives may count toward an Optional Emphasis. One elective must focus on literature after 1800. Any other upper-division courses in literature, linguistics, creative writing or film studies that are not counted toward other core requirements may be taken as electives, including ENGL 375, HUM 477 and 497, which may be repeated for different content.
7. ENGL 490
8. **Optional Practicum:** ENGL 496 or 498

OPTIONAL EMPHASIS (15 units)
You may choose to count one lower-division and two upper-division electives toward the Optional Emphasis. ENGL 375, HUM 477 and 497 may also count toward the Optional

Emphasis when course content is deemed appropriate by the department chair.

1. **World Literature:** ENGL 290, 369, 392, 393, 395, 397, 398, and 375 when course content is appropriate.
2. **Children's Literature:** ENGL 470, 471, 472, 473
3. **Ethnic Literature:** ENGL 207, 364, 365, 366, 370, 372, and 375 when course content is appropriate.
4. **Creative Writing:** ENGL 272, 404; (ENGL 404 may be repeated for different course content).
5. **Linguistics:** ENGL 319, 413, 414, 415, 416, 417, 418, 420, 421, 422
6. **Film Studies:** ENGL 373, 374, 460
7. **Contract Emphasis:** A topic of your choice, to be developed in consultation with an advisor. Examples include medieval literature, early American literature, poetry & poetics, and narrative studies. Dependent on the availability of appropriate courses.

Students must also complete one of the three options listed below:

1. A special minor consisting of at least 20 quarter units, approved by the student's advisor and the AVP for Academic Programs, 15 of which must be upper division, taken outside the major discipline.
2. A minor consisting of at least 20 quarter units.
3. An interdisciplinary concentration or minor in one of the specially developed areas (see Interdisciplinary Concentrations and Minors).

Requirements for the Bachelor of Arts Degree in English: English Major with Credential Emphasis (EMCE)

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer a single-subject preparation program in English Language Arts for students who wish to teach in California secondary schools. To prepare prospective teachers according to the state-adopted English Language Arts Content Standards for California Public Schools and the Reading Language Arts Framework for California Public Schools, EMCE candidates must take all of the following required courses:

Total Units Required to Graduate		**180 units**
Major Requirements		**98 units**
Lower Division	36	
Upper Division	62	
Minor Requirement		**20 units**
Other University Requirements		**60 units**
CSUB 101	2	
American Institutions	5-10*	
Area A	15	
Area B	15	
Area C	10-15*	
Area D	10-15*	
Theme 1	5	
Theme 2	0-5*	
Theme 3	5	
GRE	0-5*	
GWAR (Exam) or Class	0-5*	

*may be satisfied in major, minor or other university requirement

Additional Units **0-8 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.

Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the English Major with Credential Emphasis (EMCE)

Program Core Requirements (98 units)

Lower Division Requirements (36 units)

1. ENGL 110, 201, 204, 205, 207, 208, 209, COMM 108

Upper Division Requirements (62 units)

2. ENGL 300, 301, 311, 335 or 336, 366, 393, 397 or 398, 404, ENGL/LING 414 or 415, 418, ENGL 472, 491, COMM 414, THTR 402

EMCE Program Extended Studies (Optional)

To further prepare prospective teachers in the range of subjects required to teach English Language Arts in California, EMCE candidates may also take the following optional courses from any of the following categories:

1. **Literature of Diversity:** (Select one of the following): ENGL 364, 365, 367, 370, 372, 373, 374, 385, 386
2. **World Literature and Mythology:** (Select one of the following): ENGL 375, 392, 395, 397, 398, 469, HUM 479
3. **Genre:** (Select one of the following): ENGL 391, 460, 475, 476, 478

Journalism Specialization (Optional) (26 units)

Select five courses from:

1. COMM 306, 312, 414
2. Select two courses: COMM 311, 314, 404

Theatre Specialization (Optional) (25 units)

Select one course from each of the following areas:

1. **Acting:** THTR 311, 321, or 421
2. **Technical Theatre/Design:** THTR 351, 352, or 353
3. **Directing:** THTR 361
4. **Theatre as Literature:** THTR 371, 372, 379, 381, or 385
5. **Theatre as Production:** THTR 201, 202, 203, 401, 402, 403

Students must also complete one of the three options listed below:

1. A special minor consisting of at least 20 quarter units, approved by the student's advisor and the AVP for Academic Programs, 15 of which must be upper division, taken outside the major discipline.
2. A minor consisting of at least 20 quarter units.
3. An interdisciplinary concentration or minor in one of the specially developed areas (see Interdisciplinary Concentrations and Minors).

Requirements for the Minor in English Literature
The minimum requirements for a minor in English Literature are: Four (4) courses in English literature totaling 20 quarter units, at the 200 level or above, at least three of which must be upper division. Courses that satisfy the GWAR or courses in Linguistics or Children's Literature do not count towards the minor in English Literature.

Requirements for the Minor in Linguistics
The minor in Linguistics is especially useful for elementary and secondary teachers and for those interested in ESL instruction. It consists of four five-unit courses - ENGL/LING 415 and three additional upper-division ENGL/LING courses excluding ENGL/LING 492.

Requirements for the Minor in Children's Literature
The minor in Children's Literature indicates the completion of specialized study in children's and young adult literature. The following four courses totaling 20 quarter units are required: ENGL 470, 471, 472, and 473.

Post-Baccalaureate Certificate in Writing
This certifies the completion of specialized training in writing by those who hold a BA degree or an MA 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, ENGL 504, 505, and 506, and one course chosen from either ENGL 507 or 508.

Post-Baccalaureate Certificate in Children's Literature
This certifies the completion of specialized study in children's and young adult literature by those who hold a BA degree or an MA degree, whether or not they are involved in a graduate degree program. The following four courses totaling 20 quarter units are required: ENGL 470, 471, 472, and 473.

Program in Environmental Resource Management
School of Business and Public Administration
Program Director: S. Aaron Hegde, PhD
Department Office: Business Development Center, A260
Telephone: (661) 654-2181
email: erm@csub.edu
Website: http://www.csub.edu/bpa

Environmental Resource Management is an interdisciplinary major administered by the Dean of the School of Business and Public Administration. 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; (3) the economic and political aspects of resource allocation and environmental protection; and (4) safety and environmental health concerns associated with resource use. The program also includes basic skills courses in areas such as communications, computers, statistics, and management.

The ERM major is of sufficient breadth to prepare graduates for entry into a wide range of careers relating to the use, management, and protection of environmental assets. These careers are in areas such as resource analysis and planning, occupational safety, environmental health, compliance, technical and environmental staff support, permitting, and real estate development. Graduates typically find employment in both the private and public sectors. Public agencies such as the Bureau of Land Management (BLM) and the United States Forest Service (USFS) typically hire individuals with skills provided within the program.

The program also requires a concentration (typically four courses), which further enhances the student experience. The concentration also gives students an opportunity to specialize in select areas. Concentrations can include Forestry, Environmental Health, Land Use Policy and Planning and Occupational Safety and Health. Distant students can complete the Bachelor's Degree on-line from anywhere in the United States through the Internet. In support of its commitment to community health and workplace safety, Aera Energy LLC has endowed the concentration in occupational health and safety management, a field with good internship and career opportunities. Internships are recommended for all concentrations.

Requirements for the Bachelor of Science in Environmental Resource Management

Total Units Required to Graduate	**180 units**
Major Requirements	**115-116 units**
Computer Literacy, Math, and Science	42
Communication and Management	15
Law and Public Policy	36-37
Emphasis Area	17
Senior Capstone	5
Other University Requirements	**57 units**
CSUB 101	2
American Institutions	10
Area A	15
Area B	0*
Area C	15
Area D	5*
Theme 1	0*
Theme 2	5
Theme 3	0*
GRE	5
GWAR (Exam) or Class	0*
Additional Units	**8-9 units**

*Area B1, B2, B3, B4, D2, Theme 3, and GWAR can be satisfied in the major

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the Major in Environmental Resource Management

1. **Computer and Statistical Skills** (2 courses)
   MATH 140
   One of the following: CMPS 120 or MIS 200A
2. **Communication and Management Skills** (3 courses)
   COMM 304, MGMT 430
   One of the following: MGMT 300, 460 or PPA 465
3. **Life Science** (2 courses)
   Two approved life science courses. The following pairs are recommended: BIOL 103 and SCI 355A, BIOL 250 and 255
4. **Physical Science** (5 courses)
   CHEM 101, 150, GEOL 201 or 205, SCI 351B, 352B
5. **Environmental Policy Analysis** (4 courses)
   ECON 201, 370, PPA 340
   One of the following: ECON 320, 395, 453 or PPA 430
6. **Law and Compliance** (4 courses)
   PPA 325, 450, INST 420
   One of the following: ERM 300, ECON 404, approved science or math elective
7. **Senior Seminar** (2 courses)
   ERM 490A and 490B
8. **Concentration (4 Courses)**
   A minimum of 17 quarter units are required for a concentration. One of the following concentrations or four (4) approved electives must be completed. Note: The concentration can be completed at Bakersfield College or taken as part of another approved community college program. Courses in the concentration cannot be double counted as courses in the major.
   a. **Aera Energy Occupational Safety and Health Management Concentration**
      ERM 301, 302, 310, 320

b. **Land Use Planning and Policy Concentration**
One of the following: ECON 320 or 395
Three courses selected from the following or others approved by the advisor: SOC 367, ECON 390, PPA 479, ANTH 415, PSYC 332, BEHS 321, PPA 340

c. **Environmental Health Concentration**
Students interested in pursuing careers in the Environmental Health field and/or in becoming a Registered Environmental Health Specialist (REHS) must consult the program Director.

Department of Geological Sciences
School of Natural Sciences, Mathematics, and Engineering
Department Chair: Janice Gillespie
Department Office: Science Building II, 273
Telephone: (661) 654-3027
email: geology@csub.edu
Website: www.csub.edu/Geology
Faculty: G. Andrews, D. Baron, J. Gillespie, R. Horton, C. Krugh, R. Negrini
Emeritus: J. Coash

Program Description
Geology is the study of the Earth and our neighboring planets in space, their composition, processes, and history. The degrees offered are the Bachelor of Arts, the Bachelor of Science and the Master of Science in Geological Sciences. The curriculum includes basic courses in geology and other cognate subjects and provides for independent research, field application, and Environmental Studies, when desired.

The curriculum and courses offered in Geological Sciences 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.

At the completion of their Geological Sciences degree programs students will have basic knowledge and understanding of the content of modern geology, will have acquired knowledge and demonstrated skills to collect and analyze Earth's minerals and rocks, and will understand the philosophical, mathematical and physical science foundations of geology. The ten detailed student learning objectives that support these broad goals can be found at www.csub.edu/geology/SLO_Geology.pdf.

Graduates with degrees in Geological Sciences have excellent employment opportunities both locally and elsewhere in petroleum and minerals exploration, water resources, land use, and waste disposal management. The degree program also provides a strong foundation for secondary school science teaching or graduate study in geology. Students planning on attending graduate school are advised to pursue the BS degree as the course work for this degree, particularly the cognate courses, generally represents the minimum requirements for acceptance into a graduate program, including the Master of Science program in Geological Sciences at CSUB. Visit our website at http://www.csub.edu/geology.

The Department of Geological Sciences offers two tracks leading to a major in Geological Sciences:
- Bachelor of Science in Geological Sciences
- Bachelor of Arts in Geological Sciences and one track leading to a minor in Geological Sciences

Requirements for the Bachelor of Science Degree in Geological Sciences

Total Units Required to Graduate		**180 units**
Major Requirements		**96-98 units**
Geology Courses	61	
Cognates	35-37	
Minor Requirement		**0 units**
Other University Requirements		**72-77 units**
CSUB 101	2	
American Institutions	5	
Area A	15	
Area B	5*	
Area C	15	
Area D	15	
Theme 1	0*	
Theme 2	5	
Theme 3	5	
GRE	5	
GWAR (Exam) or Class	0-5	
A minor is not required	0	

*everything but Area B2 satisfied in major and cognates

Additional Units	**5-12 units**

Requirements for the B.S. Major in Geological Sciences (96-98 units)
1. **Lower Division** (10 units):
   a. GEOL 201, 204 [Satisfies Areas B1 and B3]
2. **Upper Division** (51 units):
   a. GEOL 303, 306, 307, 309, 310 or 325 or 420, 490, and 495[1] (36 units)
   b. Three additional courses selected from the following options. At least one of the courses must be at the 400 or 500 level: GEOL 205, 305, 308, 310, 325, 420, 450, 460, 475, 477, 480 (15 units). Graduate level classes may be substituted with advisor approval.
3. **Cognates** (35-37 units):
   a. CHEM 211, 211L, 212, 212L (10 units)
   b. MATH 140, MATH 201 and 202 or MATH 211 and 212 (15 units) [Satisfies Area B4]
   c. PHYS 201, 202 or PHYS 221, 222 (10-12 units)

The minimum GPA for these 96-98 units is 2.0
[1]GEOL 495 is generally taken during the Summer following the senior year.

The following additional courses are strongly recommended for students planning graduate studies:
1. CHEM 213, 213L
2. PHYS 223
3. BIOL 103 [satisfies Area B2] and 201

Requirements for the Bachelor of Arts Degree in Geological Sciences

Total Units Required to Graduate		**180 units**
Major Requirements		**70-72 units**
Geology Courses	40	
Cognates	30-32	
Minor Requirement		**20◆ units**

◆Courses required as cognates for the major cannot count toward the minor. Minor must be approved by your major advisor or Department Chair.

Other University Requirements		**72-77 units**
CSUB 101	2	
American Institutions	5	
Area A	15	
Area B	5*	
Area C	15	
Area D	15	
Theme 1	0*	
Theme 2	5	
Theme 3	5	
GRE	5	
GWAR (Exam) or Class	0-5	

*everything but Area B2 satisfied in major and cognates

Additional Units	**11-18 units**

Requirements for the B.A. Major in Geological Sciences (70-72 units)

1. **Lower Division** (10 units):
   a. GEOL 201, 204 [Satisfies Areas B1 and B3]
2. **Upper Division** (30 units):
   a. GEOL 303, 306, 307, 309, and 490 (25 units)
   b. One additional course in Geology, at the 200-level or higher and excludes Theme 1 and liberal studies courses (5 units)
3. **Cognates** (30-32 units):
   a. MATH 191 and either 140, 192, or 211 (10 units) [Satisfies Area B4]
   b. CHEM 211, 211L, 212, 212L (10 units)
   c. PHYS 201, 202 or 221, 222 (10-12 units)

The minimum GPA for these 70-72 units is 2.0

Requirements for the Minor in Geological Sciences

A minor in Geological Sciences is available, consisting of 20 units, at least 10 of which must be in upper division courses that count toward the major. However, only one of the following courses may be counted toward the minor in Geological Sciences: GEOL 100 or 201.

Requirements for Teaching Credential: Science Teacher Preparation Program Leading to a Degree in Natural Sciences, Primary Concentration in Geological Sciences

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer a single subject matter preparation program in Natural Sciences leading to a Bachelor of Arts degree. This course work satisfies the subject matter requirements for a "Secondary Teaching Credential in Science." The program consists of three components: I. Primary Concentration (major), II. Secondary Concentration (minor) and III. Breadth (cognates). Program completion leads to a BA degree in Natural Sciences with a major in the area of primary concentration and a minor in the secondary concentration. Additional information may be obtained from the Geological Sciences Department office (661-654-3027). For a detailed description of the course requirements please turn to the Natural Sciences section in this catalog.

Program in Global Intelligence and National Security
School of Social Sciences and Education
Department Chair: Stanley E. Clark
Program Coordinator: Mark Martinez
Department Office: Business Development Center, 248A
Telephone: (661) 654-2141
email: ppadilla2@csub.edu
Website: www.csub.edu/GlobalIntelligence & National Security
Faculty Advisory Committee: S. Clark (FERP, PLSI), K. Price (PLSI), R. Abu-Lughod (CRJU), C. Commuri (PPA), G. Commuri (PLSI), M. Danforth (CMPS), C. Lam (MATH), C. Orliski (HIST), L. Schraeder (HIST)

Program Description
The Pilot Degree Program in Global Intelligence and National Security is designed specifically to prepare baccalaureate-degree students for the pursuit of advanced academic degrees or certification in homeland security or national security studies. In addition, this program prepares students for entry-level positions with Federal agencies, especially those agencies (e.g., CIA, DIA, FBI, ODNI, Department of Defense, Department of Homeland Security, Department of State, etc.,) whose missions focus on intelligence gathering and analysis, threat evaluation, national security, and/or foreign affairs.

Students successfully completing the requirements for the Bachelor of Arts in Global Intelligence and National Security and applying for a position with a Federal agency will benefit from the university's designation as an "Intelligence Community—Academic Center of Excellence" (IC-ACE). The IC-ACE designation means that the student's application is given "priority consideration" by the Federal agency, although it does not guarantee being hired. This IC-ACE designation resulted from CSUB being a member of a CSU consortium that was awarded a 5-year grant (2006-2011) by the Office of the Director for National Intelligence (ODNI). This Pilot Degree Program in Global Intelligence and National Security was developed and implemented at CSUB as part of this ODNI grant awarded to the CSU.

The curriculum for Global Intelligence and National Security is multi-disciplinary and provides for flexibility in meeting specific student interests and career goals with a wide-range of courses available to meet the requirements for the 30-unit focus area. In addition, all students are required to complete at least 5 units of an "applied experience" (independent study, directed research, field placement, internship, travel and study abroad, etc.) to complement and extend their formal academic preparation. Students are encouraged, but not required, to complete up to 15 units of a "strategic language" (Arabic, Chinese, Japanese, Korea, Farsi, or Russian) as part of this program.

All students majoring in Global Intelligence and National Security will be assigned a faculty advisor, who represents one of the disciplines of this program. Because of the flexibility and multi-disciplinary structure of the curriculum, consultation with the faculty advisor is critical in successfully completing a plan of study that will meet the academic standards required for advanced study or position with a Federal agency and that will best meet the student's academic needs and career goals. A detailed description of student learning goals and objectives can be found at the website for Global Intelligence and National Security.

Requirements for the Bachelor of Arts in Global Intelligence and National Security

Total Units Required to Graduate	**180 units**
Major Requirements	**103-108 units**
Lower Division Prerequisites	32
Upper Division Core Req	41-46
Upper Division Focus Area	30
Minor Requirements	**0 units**
Other University Requirements	**45-60 units**
CSUB 101	0*
American Institutions	0*
Area A	0*
Area B	10**
Area C	15
Area D	15
Theme 1	5
Theme 2	0-5***
Theme 3	0-5***
GRE	0-5***
GWAR (Exam) or Class	0****

*Lower-division prerequisite
**B4 is a Lower-division prerequisite
***may be satisfied in the major
****GWAR course required as Upper-division core requirement

Additional Elective Units	**12-32 units**

Requirements for the Major in Global Intelligence and National Security

1. **Lower-Division Prerequisites** (32 units)
   CSUB 101
2. **GE Area A-Basic Skills**
   COMM 108, ENGL 110, PHIL 102 or SOC 120 and MATH 140
3. **American Institutions**
   PLSI 101 or PPA 275, HIST 232
4. **Upper Division CORE Requirements** (41-46 units)
   Writing
   HIST 300 (Preferred Course for the Major) or COMM 304 or ENGL 310
5. **Behavioral Sciences Research Methods**
   PLSI 300
6. **Professional Ethics**
   PHIL 316

7. **Intelligence Analytic Tools**
   a. **One (1) course on Geographical Information Systems selected from the following:** ECON 320, GEOL 450, SOC 451
   b. **Two (2) courses covering behavioral profiling, digital forensics, linguistic analysis, and/or social movement analysis selected from the following:** BEHS 330, CMPS 340, CRJU 494, ENGL/LING 420, SOC 444
8. **Applied Experience**
   The student, in consultation with his/her faculty advisor, develops an "applied experience" (5-10 units) applicable to the major, including, but not limited to, independent study, directed research, field placement, internship, overseas travel and study program, etc.
9. **Senior Seminar**
   PLSI 490
10. **Upper Division Focus Areas** (30 units)
    The student, with approval of the Faculty Advisory Committee for the interdisciplinary major in Global Intelligence and National Security, selects a coordinated set of six (6) courses that best meets the student's career aspirations. Courses not used to meet the requirements for "Intelligence Analytic Tools" may be used, as well as the following courses in strategic languages and/or focus areas, including specific global areas.

Students may also use "strategic language" courses in Arabic, Chinese, Japanese, Korean, Farsi, or Russian at the lower-division level to account for 15 units toward the major. The language courses must include the equivalent of 103 or higher. Currently, all strategic language courses must be transferred from a community college, another university, or CSUB Extended University. Spanish (not considered a strategic language) may be used only in conjunction with courses from the "Mexico and Latin America" focus area.

In order to facilitate completion of this interdisciplinary major, students are encouraged to define and seek approval for a focus area that might not be listed below, but which combines available courses into an area of substantial need for the intelligence professions. Please consult with the Program Coordinator, the Chair of Political Science, or a member of the Faculty Advisory Committee.

A. **International Relations and Diplomacy**
   HIST 440, PLSI 302, 303, 304
B. **Globalization and Its Impact**
   BEHS 307, 471, HIST 325, 330, 358, SOC 450
C. **International Commerce and Economy**
   ECON 410, GEOG 395, PLSI 349, 404
D. **Propaganda, Political Conflict, and Social Change**
   COMM 308, CRIMJ 440, HIST 454, PHIL/PLSI 333, PHIL 383, 411, PLSI 328, 376, 420, RS 379
E. **Asia**
   ECON 311, HIST 423, 425, 426, PHIL 343, PLSI 308, 322, RS 320, 321, 323
F. **Eastern Europe and Russia**
   HIST 308, 309, 406, PLSI 325
G. **Middle East and Africa**
   ECON 305, HIST 413, 327, 481, PLSI 323, RS 303, 310, 316
H. **Mexico and Latin America**
   HIST 340, 436, 442, 443, PLSI 309, 324, SOC 439

Recommended Lower-Division GE Area and Upper Division GE Theme Courses

a. **GE Area B (10 units)**
   CHEM 100B or 100C or GEOL 120, BIOL 103, MATH 140 (LD prerequisite to program)
b. **GE Area C (15 units)**
   HIST 222 or 240 or 250, RS 110 and one additional course selected from C1, C2, or C4
c. **GE Area D (15 units)**
   ANTH 251 or 253, PLSI 102 and one additional course selected from D2, D4, or D5
d. **GE Theme 1 (5 units)**
   INST 312 or SCI 355D

Department of History
School of Arts and Humanities
Department Chair: Jeanne Harrie
Department Office: Faculty Towers, 304E
Telephone: (661) 654-3079
email: jstenehjem@csub.edu
Website: www.csub.edu/history/
Faculty: M. Baker, M. Dhada, D. Dodd, J. Harrie, C. Murphy, C. I. Orliski, A. Rodriquez, M.R. Vivian
Emeriti: R. Dolkart, J. George, C. Litzinger, O. Rink, F. Wood

Program Description
History has been called the memory of human group experience, the collective repository of all that has happened 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 department's Program Goals and Student Learning Objectives can be found at its website.

Program Curriculum
The undergraduate curriculum in History consists of three interlocking but distinct parts. Lower division courses (HIST 100-299) are developmental courses designed for potential history majors, for students who wish to satisfy specific goals in CSUB'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 as well. Courses numbered 400-499 are courses for juniors and seniors, which may, with departmental approval, also be taken by graduate students for graduate credit. HIST 499 (Individual Study) may be taken only with the consent of the department chair. HIST 490 and 492 (Senior Seminar courses) may be taken only by graduating seniors in the major.

American History and Institutions Requirements
Satisfaction of the American Institutions requirements 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 History competency examination, see below. For courses that satisfy the United States history portion of the American Institutions Requirement, see page 52.

Examination Procedure Statement
While the Department of History strongly advises all students to meet the history portion of the American Institutions Requirement through classroom experience, an alternative method is available to those who want 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.

Advanced Placement (AP) Program
The History department accepts scores of 3 or better on Advanced Placement examinations in United States History, European History, and World History as satisfying the most nearly equivalent lower division courses in the major. History majors, however, must take an additional upper-division course in the area in which they receive AP credit.

Requirements for the Bachelor of Arts Degree with a Major in History

Total Units Required to Graduate		**180 units**
Major Requirements		**71 units**
Lower Division	25	
Upper Division	46	
Minor Requirement		**20 units**
Other University Requirement		**67-72 units**
CSUB 101	2	
American Institutions	0*	
Area A	15	
Area B	15	
Area C	10	
Area D	15	
Theme 1	5	
Theme 2	0-5*	
Theme 3	5	
GRE	0*	
GWAR (Exam) or Class	0*	
*satisfied in major		
Additional Unit		**17-22 units**

See http://www.csub.edu/schedules.shtml for a current list of courses satisfying university-wide requirements.

Requirements for the Major in History (71 units)
Lower Division
1. United States History survey – two courses, HIST 231, 232, or equivalents
2. Western and World Civilizations – one course from each of the following three groups. You must choose at least one course in western civilization and at least one in world history or a non-western civilization (Asia, Latin America, Africa). The third course may be either a western civilization course or a course in world history or a non-

western civilization provided that you choose one from each of the three chronological periods: HIST 202 or 210; 204 or 211; 206 or 212, 222, 240 or 250

Upper Division

1. HIST 300
2. Two courses in United States history
3. One history course that satisfies the GRE requirement
4. Two courses in Ancient Mediterranean or European history
5. Two courses, one each in two of the following four regions: Africa, the Middle East, Asia, Latin America
6. HIST 490 or 492

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.
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 Concentration and Minors," page 95).

Requirements for the Minor in History

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:

General History Minor

The student shall choose one upper-division History course from each of the following categories:

a. United States
b. Ancient Mediterranean or Europe
c. Africa, Asia, Latin America, or the Middle East

In addition, the student shall complete sufficient coursework in History to total 20 quarter units.

History Minor Complementing the Student's Major

In consultation with his/her major department, a student shall select a minimum of four courses totaling 20 quarter units that 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 the major department no later than the beginning of the student's senior year.

Social Science Teacher Preparation Program Within the BA in History

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved single subject teacher preparation program in Social Science. The program certified in 1992 expired July 1, 2009. Students who began course work prior to 2009, but who did not complete all program requirements, must complete the requirements of the new CCTC approved program or pass all parts of the California Subject Examination for Teachers (CSET) in Social Science. The new program follows. For information about the program, contact the Social Science Program Coordinator, Alicia Rodriquez, 661-654-2166.

Requirements for the Major in History and Social Science Preparation Program

I. Core Requirements (10 courses; 50 quarter units)
HIST 231 and 232

Three courses from the following, one of which must be in world history:
HIST 202 or 210, 204 or 211, 206 or 212, 374, ECON 201 and 202

One of the following:
GEOG 302, GEOG/ECON 395, HIST 330, PLSI 332, INST 390

II. Breadth and Depth requirements (7 courses; 35 units)
Choose ONE COURSE from EACH of the following groups:

A. U.S. History
HIST 351, 352, 356, 357, 358, 359
B. World History and Perspectives (One from each group):
1. Africa/Asia
HIST 327, 413, 423, 424, 425, 426, 481
2. Europe/Latin America
HIST 306, 307, 308, 309, 325, 340, 442, 443
3. International Relations/Global Perspectives
ECON 311, 341, PLSI 304, BEHS 307, PLSI 308, 309, 323, 324, 371
C. U.S. Constitution/Government
PLSI 314, 315, 316, 317, 335
D. International Economics
ECON 410, 440, PLSI 404
E. Comparative religious/ethical systems
RS 110, 111, 316, 320, 323

Gender, Race, Ethnicity Requirement

In addition, Social Science students must satisfy the University's GRE requirement through one of the following courses taken from a discipline other than that of their declared major: ANTH 438, ECON 380, HIST 421, 462, 465, 466, 467, 468, PLSI 339, PSYC 421, RS 326, SOC 327, 335, 336, 337, 338, 370.

Students should consult the catalog for additional requirements for a BA in History. Taken alone, the Social Science Preparation Program is neither a degree program nor a major. Also, please note that only those courses earning a C- or higher may be counted toward the Social Science Preparation Program and an overall minimum GPA of 2.7 is required for certification of subject matter competency.

Programs in Liberal Studies
School of Social Sciences and Education
Program Director: Dr. Stanley E. Clark
Program Office: Education Building, 135
Telephone: (661) 654-3337
email: sjohnson9@csub.edu
Website: www.csub.edu/libstudies/index.html
Director of Advising: Pam Conners
Advisor: Vacant
Program Coordinator: Sally Johnson

Program Description
The Liberal Studies degree programs require a broad-based liberal arts experience. Four of its five concentrations are designed to satisfy pre-teaching credential requirements. Also, one of the four credential concentrations has three options built into it. See Number 4 below. This degree concentration within the Liberal Studies Program has been approved by the California Commission on Teacher Credentialing (CCTC) as a program that prepares students for passage of the subject matter examination that candidates must pass in order to receive the multiple subjects credential required for teach the primary and elementary grades (K-6) in the public schools. It corresponds to the Lower Division Transfer Pathway of the CSU entitled "Liberal Studies: Subject Matter Preparation for Future Elementary Teachers (http://www.csumentor.edu/Planning/ldtp/ldtp.asp). Because the Liberal Studies credential concentration prepares the student for a state licensed credential, its requirements may be changed by state mandate at any time.

The second type of Liberal Studies concentration is called the General (Non-Credential) Concentration. Most students undertaking this degree concentration seek to achieve only a baccalaureate degree. This degree concentration is for the student who wants a general and non-specialized course of study that provides some knowledge of a broad range of subjects in the Arts and Sciences. In doing this they complete all of the requirements for graduation from CSUB.

CSUB Liberal Studies Program Philosophy and Learning Objectives
The Liberal Studies Program is based on a conception of a well-educated person, and focuses on significant ideas, structures and values within its various disciplines. Coursework throughout the program emphasizes the study of broad concepts and principles that encompass and illuminate the areas of human learning.

Liberal Studies Objectives
Although the Liberal Studies program is not designed exclusively as academic preparation for students who plan to teach in the elementary schools, it fosters knowledge and understanding of the academic subjects that are commonly taught in elementary schools: language, literature, mathematics, science, social science, history, the visual and performing arts, and physical education. In addition, since elementary education deals with young human beings, students must have a knowledge and understanding of human development. Since a Liberal Arts education examines essentially the same areas of knowledge as our Teacher concentrations, the learning objectives for the General Concentration parallel those for the Credential Concentrations. The following statements describe the competent individual for each subject area and are used as standards for measuring subject matter competency:

- Study in language includes literature, composition, foreign language, language acquisition, and speech.
- Study in mathematics develops and builds upon knowledge of fundamental mathematical concepts and relationships, and problem solving abilities. Competence in mathematics includes the ability to discern mathematical relationships, reason logically, and use mathematical techniques effectively.
- Study in science includes physical science, earth and space science, and biological science, and includes examination and use of scientific methods. Competence in science necessitates a general understanding of knowledge in these three areas of science: (a) Physical science including concepts of matter, reactions, interactions, force and motion, and energy in its different manifestations; (b) Earth science including concepts from astronomy, geology, natural resources, meteorology, and oceanography; (c) Life science including characteristics of living things, concepts from genetics and evolution theory, and the nature of ecosystems
- Study in history and the social sciences include world history and culture, geography, political science, and psychology. Our graduate must have a fairly broad background and knowledge of different cultures, countries, and the things that define the makeup of cultures and countries.
- Study in the visual and performing arts includes such areas as painting, sculpture, architecture, music, drama, and dance, and includes production, history, aesthetics, and criticism. Competence in the visual and performing arts implies knowledge of aesthetic perception, creative expression, arts heritage, and aesthetic valuing.
- Study of physical education and health includes movement skills and forms (including dance), exercise physiology, self-image, basic health issues, and social aspects of human life. Competence in health and movement requires a good understanding of the body and its development, functions, abilities, limitations, and factors that facilitate or inhibit the establishment of a healthy lifestyle.
- Study in human development at the elementary school level requires an understanding and working knowledge of development from birth through adolescence in the following areas: cognitive, social, emotional, language, perceptual, motor and biological.

This option (see also Arts and Humanities for Option 5) is a traditional four year degree that satisfies the approved pre-credential Multiple Subjects requirements. The degree satisfies

all University requirements, although care must be taken to insure that certain electives truly do double count for major and University requirements if that is the student's intention.

Requirements for the Bachelor of Arts Degree in Liberal Studies: Option 1, Traditional Credential Concentration

Total Units Required to Graduate		**180 units**
Major Requirements		**161-171 units**
Lower Division	76-79	
Upper Division	67-70	
Depth Concentration	18-20	
Other University Requirements		**2-7 units**
CSUB 101	2	
American Institutions	0*	
Area A	0*	
Area B	0*	
Area C	0*	
Area D	0*	
Theme 1	0*	
Theme 2	0*	
Theme 3	0*	
GRE	0*	
GWAR (Exam) or Class	0-5**	

0-5**if student takes exam; Area 1 in Major
*may be satisfied in major, minor or other university requirement

Additional Units **7-14 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

This option (see also Arts and Humanities for Option 5) enables the student to complete most of their multiple subjects' courses during the Freshman and Sophomore years and to do their credential coursework during the final two years as an undergraduate, the bulk in the senior year. The degree satisfies all University requirements, although care must be taken to insure that certain electives double count for major and University requirements if that is the student's intention. The credential program requires a 3.00 GPA throughout the program.

Requirements for the Bachelor of Arts Degree in Liberal Studies: Option 2, IBEST Integrated Program Credential

Total Units Required to Graduate		**203 units**
Major Requirements		**146 units**
Lower Division	76-79	
Upper Division	67-70	
Depth Concentration (see Credential Program below)		
Other University Requirements		**2 units**
CSUB 101	2	
American Institutions	0*	
Area A	0*	
Area B	0*	
Area C	0*	
Area D	0*	
Theme 1	0*	
Theme 2	0*	
Theme 3	0*	
GRE	0*	
GWAR (Exam) or Class	0-5**	

0-5** if student takes exam; Area 1 in Major
*may be satisfied in major, minor or other university requirement

Additional Units in Credential Program		**55 units**
Prerequisite and Foundation		**13 units**
Stage One	**16 units**	
Stage Two	**13 units**	
Stage Three	**13 units**	

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

This option (see also Arts and Humanities for Option 5) enables the student to complete the Liberal Studies BA and a Preliminary Education Specialists Credential in Mild/Moderate Disabilities in a four-year program. Most of the subject matter courses are in the first two years and the credential courses in the second two years, the bulk in the senior year. The degree satisfies all University requirements, although care must be taken to insure that certain electives truly do double count for major and University requirements if that is the student's intention. The credential program requires a 3.00 GPA while the student is enrolled.

Requirements for the Bachelor of Arts Degree in Liberal Studies: Option 3, ISPED Integrated Special Education Credential Program

Total Units Required to Graduate		**203 units**
Major Requirements		**143 units**
(see below for Credential prerequisites)		
Lower Division	76	
Upper Division	67	
Other University Requirements		**2 units**
CSUB 101	2	
American Institutions	0*	
Area A	0*	
Area B	0*	
Area C	0*	
Area D	0*	
Theme 1	0*	
Theme 2	0*	
Theme 3	0*	
GRE	0*	
GWAR (Exam) or Class	0-5**	

0-5** if student takes exam; Area 1 in Major
*may be satisfied in major, minor or other university requirement

Additional Credential Units		**58 units**
Prerequisites and Foundation		**8 units**
Stage One	**25 units**	
Stage Two	**15 units**	
Stage Three	**10 units**	

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

This option (see also Arts and Humanities for Option 5) is a traditional four year degree that satisfies the approved pre-credential Multiple Subjects requirements and at the same time replaces the Depth Concentration with a California Commission on Teacher Credentialing defined Subject Matter Authorization in Introductory Mathematics or Introductory Sciences or Introductory English. The degree satisfies all University requirements, although care must be taken to insure that certain electives double count for major and University requirements if that is the student's intention.

Requirements for the Bachelor of Arts Degree in Liberal Studies: Option 4, Subject Matter Equivalency Degree for Grades K-6 Multiple Subjects or Grades 6-9 Single Subject

Total Units Required to Graduate		**180 units**
General Requirements		**119-130 units**

Follow the Option 1 requirements except as otherwise indicated below in the specification of the introductory subject matter outlines. The Introductory English subject matter authorization overlaps with University General Education requirements to a greater degree than the Introductory Mathematics or Introductory Science requirements, which are somewhat more specialized.

Subject Matter Authorization Area		
48-50 Math; 59 Science; 35 English units		
Other University Requirements		**2 units**
CSUB 101	2	
Additional Electives		**0-24 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the Bachelor of Arts Degree in Liberal Studies: Option 5, General Concentration

Program Director: (Acting) Richard Collins, Dean
Program Office: Dorothy Donahoe Hall B102
Telephone: (661) 654-3088
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Website: www.csub.edu/libstudies/index.html
Director of Advising: Tim Vivian, Professor of Religious Studies

This option (see also Social Sciences and Education for Options 1-4) is a traditional four year degree for a student interested in a broad education in the arts and sciences, but who is not intending to teach. The degree satisfies all University requirements, although care must be taken to insure that certain electives truly do double count for both major and University requirements if that is the student's intention.

Total Units Required to Graduate		**180 units**
Major Requirements		**136-198 units**
Lower Division	83-113	
Upper Division	35-65	
Depth Concentration	18-20	
Other University Requirements		**2-7 units**
CSUB 101	2	
American Institutions	0*	
Area A	0*	
Area B	0*	
Area C	0*	
Area D	0*	
Theme 1	0*	
Theme 2	0*	
Theme 3	0*	
GRE	0*	
GWAR (Exam) or Class	0-5**	

0-5**if student takes exam; Area 1 in Major
*may be satisfied in major, minor or other university requirement

Additional Units	**0-42 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

The Liberal Studies Degree Concentrations

Requirements for the Credential Concentration of the Liberal Studies Major: Core Requirements
Students wishing to complete the approved credential-concentration multiple subjects major must complete the requirements within each of the following areas. The requirements can be satisfied with CSUB courses, transfer courses, or when appropriate, by waiver examinations. A course used to satisfy one requirement cannot be used to satisfy a second requirement in a different.

The credential concentration major in Liberal Studies satisfies all of the following University requirements:

- General Education
- Graduation Writing Assessment Requirement
- Gender, Race and Ethnic Studies
- American Institutions
- Multiple Subjects Credential Program prerequisites

As directed by California Commission for Teacher Credentialing (CCTC), some multiple subjects credential programs must now prepare students for teaching in classrooms that are bilingual (BCLAD stands for Bilingual, Cross-Cultural, Language and Academic Development). This degree program is, however, scheduled to change its requirements in the near future under mandate from the CCTC. Students interested in the BCLAD option should consult an advisor in the Liberal Studies office.

There are four possible options to completion of the credential concentration:
In the first option, the Traditional Credential option, students complete the requirements for the major, and then apply to, and complete a one-year Program in Professional Preparation (a "Multiple Subjects Credential Program") offered by CSUB's School of Social Sciences & Education or another CCTC accredited school. In this option, a minimum of five years is required to complete all of the requirements and to receive the Preliminary Multiple Subjects Credential. The student is then qualified to teach grades K-6 in California.

The second option in the Credential Concentration is called the Integrated Baccalaureate for Excellence in Studies and Teaching (IBEST) program. This degree route combines the undergraduate subject matter courses in Liberal Studies with the pedagogy courses in CSUB's School of Social Sciences & Education Multiple Subjects Credential Program (MSCP), offering an integrated program of study that can be completed in four years. Students in this program have the opportunity to begin their experience in the elementary classroom in their first year, and continue to develop their expertise as a teacher through multiple field experiences while completing a BA degree. Students graduate with both a BA in Liberal Studies and a Level I (Preliminary) Multiple Subject Credential qualifying them to teach grades K-6 in California. This is a rigorous program that requires participating students to maintain a minimum 2.67 grade point average, and in which the students often take an overload of coursework.

The third option in the Credential Concentration is called the Integrated Special Education program (ISPED). This degree route combines the undergraduate subject matter courses in Liberal Studies with the pedagogy courses in CSUB's School of Social Sciences and Education Special Education Credential Program, offering an integrated program of study that can be completed in four years. Students in this program have the opportunity to begin their experience in the elementary classroom in their first year, and continue to develop their expertise as a teacher through multiple field experiences while completing a BA degree. Students graduate with both a BA in Liberal Studies and a Preliminary Education Specialist Credential in Mild/Moderate Disabilities. This is a rigorous program that requires participating students to maintain a minimum 2.67 grade point average, and in which the students often must take an overload of coursework. When completed, the student is then licensed to teach Special Education (mild to moderate) in California. A certification to teach moderate/severe handicapped students then may be achieved with the completion of a number of additional courses.

The final Credential Concentration option involves completion of the Liberal Studies subject matter coursework and an extended depth concentration in a selected discipline, called an Introductory Subject Matter Authorization. The completion of the authorization coursework, together with the Liberal Studies major coursework, qualifies the student to teach grades K-6 multiple subjects, but also grades 6-9 in the area of the extended depth concentration. Liberal Studies at CSUB offers students opportunity to achieve this type of dual credential in three subject matter areas: Mathematics, Natural Sciences, and English. Because the extended depth concentration comprises 48-50 units, this degree option requires the student to complete the BA, followed by a one year Program in Professional Preparation offered by CSUB's School of Social Sciences and Education or another CCTC accredited school. This normally takes a minimum of five years.

1. Requirements for the Traditional Credential Option
(166 units with CSUB 101, but 180 units to graduate)
Area One: Language

1. **Composition** (One course from each of the following)
   a. ENGL 110 with a "C" grade or better
   b. One of these three approved GWAR courses: ENGL 310 or COMM 304 or ENGL 305, with a grade of "C" or better; or at least 8 on the Graduation Writing Assessment Requirement.

These courses cannot be completed before the student has achieved ninety quarter units.

2. **Literature** (One course from each of the following)
   a. ENGL 101, 205, 207, 208, 235, 290, 294, or 295

b. ENGL 364, 365, 366, 370, 373, 395, 470, 471, 473, FREN 380, THTR 307 or 385. SPAN 301, 302, 303, 416, 419, or 422

These courses cannot be completed before the student has achieved ninety quarter units.

3. **Oral Communication**
   a. COMM 108 or THTR 232 with a "C" grade or better
4. **Linguistics** (One course (or upper division equivalent) from each of the following)
   a. ENGL 319
   b. ENGL 414, 415, 418, 420. SPAN 311, 409, 412, 415, or 420

Area Two: Mathematics

1. **Mathematical concepts** (Completion of the following three courses or upper division equivalents)
   a. MATH 221 and 320 and 321

Area Three: Sciences

1. **Life Science**
   a. BIOL 100 or equivalent
2. **Physical Science**
   a. SCI 111
   b. SCI 112 or any of the CHEM 100 courses
3. **Earth Science** (Completion of the following 4-unit course or equivalent)
   a. SCI 214
4. **Integrated Science Principles**
   a. SCI 325A or 325B or a Theme 1 course

These courses cannot be completed before the student has achieved ninety quarter units.

Area Four: Humanities and Social Sciences

1. **U.S. History and Government**
   a. HIST 231 and 270 and PLSI 101
2. **World Civilization**
   a. HIST 210
3. **Cultural Geography**
   a. GEOG 302 or ECON 395 or HIST 330 or PLSI 332 or ANTH 340
4. **Critical Thinking**
   a. PHIL 102 or SOC 120 or ANTH 121 with a "C" grade or better

Area Five: Visual and Performing Arts

1. **Appreciation and understanding of the visual and performing arts**
   a. ART 101 or MUS 101 or THTR 101
2. **Visual or Performing Arts for the Elementary Classroom** (Completion of the two courses below which are different from the discipline of the course used in 1a.)
   a. ART 302, MUS 310, THTR 305

Area Six: Health and Physical Education

1. **Health Issues Affecting Elementary School Age Children**
   a. BIOL 220 or equivalent
2. **Principles of Physical Education Affecting Elementary School Age Children**
   a. PEAK 345

Area Seven: Human Development

1. **Understanding the Development of the Child**
   a. PSYC 310 or SOC 366

Area Eight: Ethnic, Gender, Cultural and Handicapped Perspectives

1. **Understanding and appreciating the perspectives of gender, racial and ethnic minorities, and non majority cultures**
   a. One of the following: CAFS 320, COMM 360 or 370, CRJU 325 or 330 or 345, ECON 380 or 381, ENGL 370 or 375 or 420, HIST 466 or 468, INST 205, PEAK 430, PHIL 381 or 382, PLSI 339, RS 326, SOC 327 or 335 or 336 or 337 or 338 or 365, SOC 335, SPAN 425, 427 or 428

Area Nine: Introductory Field Experience, Technology, and the California Curricular Framework

1. **Experience in an Elementary School Setting**
   a. EDTE 300
2. **Computer Competency**
   a. One of the following: CMPS 120

Area Ten: Depth Concentration

1. All students in this degree option are required to complete a group of four inter-related courses dealing with some aspect of the curriculum taught K-06 in California classrooms. The options for this requirement are determined in consultation with an advisor.

Area Eleven: Foreign Language

1. CSUB requires that all graduates should have experience in a language other than English. You may satisfy this by taking two years of (the same) foreign language in High School. Alternatively, you may demonstrate by test that you are fluent in a language other than English. If you cannot demonstrate that you have done either of these, you must take one term of a foreign language at a Community College or at a four year institution of higher learning in order to graduate.

Area Twelve: Public Education and Teaching

1. One of the following: LBST 385, or SOC 339. (These courses cannot be completed before the student has achieved ninety quarter units.)

In order to receive the Preliminary Credential to instruct Multiple Subjects (grades K-6) in California, all candidates must also pass the CSET examination-multiple subjects (see http://www.cset.nesinc.com). Students who elect this degree route and who wish to attempt a preparation program offered by the Cal State system must successfully complete all three portions of the CSET before entering the credential program.

2. Requirements for the IBEST Integrated Program Credential Option (203 quarter units)

Students in the IBEST program complete many of their subject matter courses during the Freshman and Sophomore years, and may elect to take these courses either at CSUB or a Community College. In either case, the student takes the credential coursework during the final two years as an undergraduate with the bulk in the senior year. Students in

this program receive a conditional acceptance to the MSCP contingent on passing the CSET examination (Multiple Subjects) before the final quarter in residence (full day student teaching); in addition, students must pass the CBEST examination prior to full day student teaching. A further exam, the RICA (Reading instruction Competence Assessment) must be passed prior to receiving the Preliminary Credential.

A. The core requirements for this integrated route to the Liberal Studies degree and the Preliminary Credential are almost the same as those described above, for Area 10 (Depth concentration, see below). Instead, integrated students complete the following MSCP courses in order to simultaneously receive the BA and the Preliminary Credential (usually graduating at the end of Stage I, and then completing Stages II-III for post-baccalaureate credit)

Area 10: Depth Concentration in Diversity & Disability Perspectives (20 units)

GRE course, EDSP 301, EDTE 410, 416 and LBST 385 or SOC 339

B. **Multiple Subject Credential Program**

A GPA of 3.00 MUST be maintained while you are in the credential program! You must have a completed advising plan on file prior to Stage I.

Foundational Courses:
EDSP 301, EDTE 410 and 416

Stage I: Teaching & Learning Context
EDTE 401, 415, EDEL 460, 461 and 462

Stage II: Curriculum & Instruction in Content Areas
EDTE 402, EDEL 463, 464 and 465

(Take the RICA Exam upon completion of Stage II. RICA must be passed to be recommended for a preliminary credential)

Stage III: Culminating Professional Activities
EDTE 403 and 404 and EDEL 499

3. Requirements for the Integrated Special Education Credential Program Option (ISPED) (203 quarter units)

In this program, the students complete the BA in Liberal Studies and receive a Preliminary Education Specialist Credential in Mild/Moderate Disabilities. Students in the ISPED program complete many of their subject matter courses during the Freshmen and Sophomore years, and may elect to take these courses either at CSUB or a Community College. In either case, the student takes the credential coursework during the final two years as an undergraduate, with the bulk in the senior year. Students in this program receive a conditional acceptance to the Special Education Program contingent on passing the CSET examination (Multiple Subjects) before the final quarter in residence (full day student teaching); in addition, students must pass the CBEST examination prior to full day student teaching. A further exam, the RICA (Reading Instruction Competence Assessment) must be passed prior to receiving the Preliminary Credential.

Area One: (Language) through Area Seven (Human Development)

Same as Traditional Credential Option Areas 1 through 7

Area Eight: Ethnic, Gender, Cultural and Disabled Perspectives

Waived for this concentration

Area Nine: Introductory Field Experience, Technology, and Diversity and Disabilities Perspectives:

a. EDSP 301 and 302
b. EDTE 416
c. An approved GRE course (other than EDTE 416). Consult an advisor.
d. One of the following: ANTH 330 or LBST 385 or SOC 339. This course is double-counted in Area Four (3b) above. These courses cannot be completed before the student has achieved 90 quarter units.

Area Ten: Foreign Language and Area Twelve Public Education and Teaching

Same as Traditional Credential Option Area 11 and Area 12

Special Education Credential Program

A GPA of 3.00 MUST be maintained while you are in the credential program! You must have a completed advising plan on file prior to Stage I.

Prerequisites and Foundation:
EDTE 300, 410, 416, EDSP 301, 302 and 415

Stage I:
EDEL 460, 461, EDSP 503 and 506

Stage II:
EDSP 450, 505 and 508

(Take the RICA Exam upon completion of Stage II. RICA must be passed to be recommended for a preliminary credential)

Stage III: Culminating Professional Activities
EDSP 545 and 625

4. Requirements for the Subject Matter Equivalency Degree Program option to teach grades K-6 Multiple Subjects, and grades 6-9 Single Subject

The three following Subject Matter Authorization Concentrations include the Liberal Studies traditional concentration coursework, but replace the Depth Concentration with a CCTC defined Subject Matter Authorization that meets No Child Left Behind's definition of an introductory major equivalency (minimum 48 quarter units). This allows the candidate to teach that subject in grades 6-9 in a single-subject classroom.

4A. Multiple Subject Credential Preparation Program with a Subject Matter Authorization in Introductory Mathematics (178-180 units)

All areas are the same as the Traditional Credential Option except for Area Ten (Subject Matter Authorization in Introductory Mathematics)

Area Ten: Subject Matter Authorization in Introductory Mathematics (48-50 units)
Complete the following courses with a grade of C or better. **N.B.** MATH 221/320/321 double-count for the Liberal Studies major.
1. MATH 190 (7) or 191 (5)
2. MATH 192 and 201 and 202
3. MATH 140
4. MATH 221 and 320 and 321
5. MATH 494

4B. Multiple Subject Credential Preparation Program with a Subject Matter Authorization in Introductory Sciences (176-183 units)
All areas are the same as the Traditional Credential Option except for Area Ten (Subject Matter Authorization in Introductory Science)
Area Ten: The Subject Matter Authorization in introductory science (59 units):
1. Pass all of the listed courses in each category with a grade of C or better:
   a. BIOL 100 and 201
   b. SCI 112, CHEM 101, and 150
   c. SCI 111
   d. PHYS 110 or 150
   e. SCI 214, GEOL 201, and SCI 325A/B
   f. Plus 3-5 additional units in SCI

4C. Subject Matter Authorization in Introductory English (179-180 quarter units)
Area One: Language
1. **Composition**
   a. Same as Traditional Credential Option Area 1.1a
   b. ENGL 311 or a score of at least 8 on the GWAR exam

This course cannot be completed before the student has achieved ninety quarter units.

2. **Literature and Literacy**

Completion of a course selected from each of the following with a C or better
   a. Same as Traditional Credential Option Area 1.2a
   b. ENGL 362, 363, 364, 365, 366, 370, 373, or 395
3. **Oral Communication**
   Same as Traditional Credential Option Area 1.3
4. **Linguistics**

Completion of a course selected from each of the following with a C or better
   a. ENGL 319 or 414 or upper division equivalents
   b. ENGL 415 or 418 or upper division equivalents

Area Two: (Mathematics) through Four (Humanities and Social Science)
   Same as Traditional Credential Option Areas 2 through 4
Area Five: Visual and Performing Arts
1. **Appreciation and understanding of the visual and performing arts**
   Same as Traditional Option Area 5.1
2. **Visual or Performing Arts for the Elementary Classroom; two upper division courses from the following or one upper division from the following and one of the lower division courses from Traditional Option Area 5.1**
   a. ART 302 or MUS 310. This must study the discipline that was not studied in the course used to satisfy requirement 5.1 directly above
   b. THTR 305

Area Six: (Health and Physical Education) through Area Seven (Human Development)
   Same as Traditional Credential Options Areas 6 and 7
Area Eight: Ethnic, Gender, Cultural and Handicapped Perspectives
1. Understanding and appreciating the perspectives of gender, racial and ethnic minorities, and non-majority cultures.
   a. EDTE 416

Area Nine: Introductory Field Experience and Technology
   Same as Traditional Credential Option Area 9
Area Ten: Subject Matter Authorization coursework in Introductory English totaling thirty five (35) units (plus thirty 30 units of coursework listed in major requirements One, Five (2b) and Eight). **All coursework pertaining to this authorization must be completed with a grade of 'C' or better. Take the following:**
   a. ENGL 300
   b. ENGL 335 or 336
   c. One of the following: ENGL 380, 381, 382
   d. One of the following: ENGL 470, 471, 472 or 473

Areas Eleven: (Foreign Language) and Twelve (Public Education and Teaching)
   Same as Traditional Credential Option Areas 11 and 12
Area Twelve: (Public Education and Teaching)
   a. LBST 385 or SOC 339

2. **General (Non-Credential) Concentration**

This degree concentration is for the student who wants a general and non-specialized course of study that provides some knowledge of a broad range of subjects in the Arts and Sciences, but who does not plan to become a Multiple Subjects teacher. General Concentration majors complete all of the requirements for Graduation from CSUB. Courses may not be double counted in the core requirements. Courses completed with a grade of D may be used in this option, except for general education courses with grade requirements; but the student must remember that a minimum grade point of average of 2.0 is required for graduation.

Core Classes for Major (149.5-163 units;—180 units to complete a BA, of which 60 must be upper division and 75 at a four-year institution)
1. **General Education (both lower and upper division requirements)**
2. **U.S. Institutions Graduation Requirement**
3. **Gender, Race and Ethnicity graduation requirement**
4. **Satisfaction of the Graduation Writing Requirement**
5. **Satisfaction of the Foreign Language Requirement**

6. **Language and Literature coursework**
   a. An Upper Division Literature course in English, Theatre or Modern Languages
7. **Mathematics coursework**
   a. An additional course in Mathematics beyond that used to satisfy General Education or Area sixteen below or CMPS 120
8. **Science coursework**
   a. An additional course in Science beyond that used to satisfy General Education
9. **Social Science coursework**
   a. An additional upper division Social Science course
   b. A course in human or cultural geography
10. **History and Humanities coursework**
    a. A course in History on a topic other than the History of the United States, or a course in philosophy, or a course in Religious Studies
11. **Arts coursework**
    a. One five unit course in two of the following areas: Art, Music and Theater. At least one must be upper division, different than course used in Area C1
12. **Health coursework**
    a. BIOL 220 or equivalent
13. **Psychology and Human Development coursework**
    a. CAFS 200, PSYC 210 or 310, or SOC 366
14. **Foreign Language or Gender, Race and Ethnicity perspectives**
    a. Completion of a course in a foreign language beyond the introductory level or an additional GRE different from the one used for requirement 3 above
15. **Technology**
    a. CMPS 120 or MIS 200A
16. **Minor or Depth Concentration**
    a. Satisfactory completion of an approved minor or special minor or a Liberal Studies Depth Concentration

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School of Natural Sciences, Mathematics, and Engineering
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Emeriti: N. Shaw, L. Taylor, L. Webb

Program Description
Mathematics is a unique and valuable science that can be exciting, enjoyable, and rewarding. The Department of Mathematics provides a collection of mathematics courses designed to challenge and stimulate all open minded and thoughtful students regardless of individual backgrounds or major interest areas. This is done by combining flexibility, applicability, and historical perspective in the design of the mathematics curriculum. Furthermore, depth of understanding and appreciation are not sacrificed to quantity; the major emphasis is upon inquiry, creativity, methods, techniques, and thought processes rather than bulk of material.

The classroom goal is to discover both the importance and beauty of mathematics by combining lectures with discussions, problem solving recitations, student presentations, writing assignments, computer experience, and any other workable approaches to learning. As such, the Department of Mathematics at CSUB is one of few institutions nationwide which includes an activity session in every 5 unit mathematics course. A student is encouraged to interpret and communicate mathematically with others, to follow self-direction and in-depth study, and to investigate the interplay 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 prepared 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. A detailed description of student learning goals and objectives can be found at http://www.csub.edu/math/files/math SLOs.pdf

With the completion of a mathematics major, a student, depending upon the choice of upper division courses, may pursue: (1) a career or advanced studies in the mathematical sciences (Applied Concentration or Statistics Concentration); (2) a career in teaching (Teaching Concentrations, with or without a California Teaching Credential); (3) a course of graduate study leading to an advanced degree in pure mathematics (Theoretical Concentration); or (4) a career or advanced studies in economics or actuarial sciences (Economics Concentration). The Applied Concentration includes courses in differential equations, numerical analysis, complex analysis, and partial differential equations. The Statistics Concentration includes courses in statistics, design of experiments, analysis of variance and regression analysis. The Teaching Concentrations include courses in geometry, number theory, and probability and statistics. The Theoretical Concentration includes abstract algebra, real and complex analysis, probability, and number theory. The Economics Concentration mixes a solid mathematical background with courses in microeconomics, macroeconomics and econometrics. In all Concentrations, students gain experience through student presentations and discussion in recitation periods.

Requirements for the Bachelor of Science Degree with a Major in Mathematics

Total Units Required to Graduate		**180 units**
Major Requirements		**83-84 units**
Core Mathematics Courses	38	
CMPS 221	5	
Concentration	40-50	
Other University requirements		**77-87 units**
CSUB 101	2	
American Institutions	10	
Area A	15	
Area B1, B2, B3	10*	
Area C	15	
Area D	10*	
Theme 1	0*	
Theme 2	5	
Theme 3	5	
GRE	5	
GWAR (Exam) or Class	0-5	
Additional Units		**0-20 units**

*May be satisfied in major, minor, or other university requirement

Requirements for the Major (83-84 units)
Students seeking a major in Mathematics must complete the following:
1. MATH 201, 202, 203, 222, 300, 330, 340, 363
2. CMPS 221
3. One of the following concentrations:

a. **Applied Mathematics Concentration**
   (1) MATH 204, 205, 331[3], 490
   (2) Two of MATH 305, 312, 350, or 402

(3) One course from the following list: BIOL 201, 310; CHEM 211, 211L, 212, 212L; CMPS 222, 223; ECON 201, 202, 301, 302; MGMT 301, PHYS 221, 222. If one of these courses will be used to satisfy a General Education requirement, a different course must be taken to satisfy the Applied Mathematics Concentration requirement.
(4) One additional upper division MATH elective[1]

b. **Economics Concentration**
(1) MATH 140, 204, 205, 331[3], 440 and 490
(2) ECON 201, 202, 301, 302 and 420. [Econ 201 satisfies GE Area D]

c. **Statistics Concentration**
(1) MATH 140, 204, 331[3], 415, 440 and 490
(2) MATH 338 or 339
(3) One additional upper division MATH elective[1]

d. **Teaching Concentration (does not include the required credential courses)**
(1) MATH 301[2], 301B, 360, 440, 450, 491
(2) One of MATH 204 or 205
(3) Two additional upper division MATH electives[1]

e. **Theoretical Mathematics Concentration**
(1) MATH 204, 312, 331[3], 430, 490
(2) One of MATH 431 or 463
(3) Two additional upper division MATH electives[1]

Requirements for the Teaching-Concentration Major in Mathematics Including a California Teaching Credential: Blended Program in Mathematics

The Mathematics Department offers a program which blends the single subject requirements in the mathematics teaching-concentration with the pedagogy courses in CSUB's Single Subject Credential Program, yielding an integrated program of study over four years and requiring 205 units. Students graduate with both a BS in Mathematics and a Level 1 (Preliminary) Single Subject Credential in Mathematics. Students in the program will have an advisor in the Mathematics Department and an advisor in the School of Education.

Total Units Required to Graduate		**198-205 units**
Major Requirements		**123 units**
Mathematics Courses	74	
CMPS 221	5	
Education Courses	44	
Other University requirements		**75-80 units**
CSUB 101	2	
American Institutions	10	
Area A	15	
Area B1, B2, B3	10*	
Area C	15	
Area D	10*	
Theme 1	0*	
Theme 2	5	
Theme 3	5	
GRE	3**-5	
GWAR (Exam) or Class	0-5	

*May be satisfied in major, minor, or other university requirement

**EDTE 416 is a 3-unit class in the Credential Program that also satisfies the GRE requirement

Requirements for the Major Including a California Teaching Credential (123 units)

Students seeking the blended program in Mathematics must complete the following:

1. MATH 201, 202, 203, 222, 300, 301[2], 301B, 330, 340, 360, 363, 440, 450, 491
2. CMPS 221
3. One of MATH 204 or 205
4. One additional upper division MATH elective[1]
5. EDSP 301
6. EDTE 401, 402, 403, 404, 410, 415
7. EDSE 431, 432, 433, 434, 435, 499

Notes:

[1] *At most two of MATH 301, 331 and 430 can count towards the major; MATH 320 and 321 do not count toward the major.*

[2] *MATH 331 and 430 together may substitute for MATH 301 and an upper division MATH elective*.

[3] *Cannot be substituted by MATH 301.*

Honors Option

A student may, with the approval of the Chair of the Department of Mathematics, undertake the Honors Program in Mathematics by completing the following:

1. One of the concentrations a, b, c, d or e.
2. An additional ten hours of upper division courses in mathematics (not to include MATH 320 or 321).
3. Included in 1 and 2 above, at least one of these upper division sequences in Mathematics: MATH 331-431, MATH 363-463, MATH 205-402, MATH 360-420, and MATH 340-440.
4. MATH 492 and presentation of an Honors thesis to the Department of Mathematics.

Requirements for the Minor in Applied Statistics

Although no minor is required for the BS degree in Mathematics, a minor in Applied Statistics is available, consisting of 20 quarter units chosen from MATH 140 (or equivalent), 338, 339, 340, 415 and 440.

Requirements for the Minor in Mathematics

Although no minor is required for the BS degree in Mathematics, a minor in Mathematics is available. The requirement is 20 units, at least 10 of which must be upper division. Lower division courses that can count are MATH 202, 203, 204, 205, 206, 212 and 222. Upper division courses that do not count are MATH 320 and 321.

Department of Modern Languages and Literatures
School of Arts and Humanities
Department Chair: Teresa Fernández-Ulloa
Department Office: Business Development Center, 230
Telephone: (661) 654-2359
email: dtorres@csub.edu
Website: www.csub.edu/ModLang/
Faculty: T. Fernández-Ulloa, A. Nuño, J. Reyna, J. Schmidt
Emeriti: T. Blommers, J. Yviricu

Program Description
The Department of Modern Languages and Literatures has the following objectives:
1. To teach students the four basic skills of understanding, speaking, reading, and writing the languages offered;
2. To foster an interest in, and an understanding of other cultures and civilizations; and
3. To enhance understanding and control of English through a comparison with the structures of other languages.

The Department of Modern Languages and Literatures offers Bachelor of Arts and Master of Arts degrees in Spanish, and minors in Spanish and French. A Special Major in French is available to interested students (see Special Major, page 57).

Mission Statement
Depending on the area of concentration selected by the student, the Department of Modern Languages and Literatures:
- Prepares teachers of modern languages;
- Equips teachers with the necessary basic knowledge and skills for teaching modern languages;
- Provides those modern language skills that are necessary or highly desirable in academic career fields, and other fields such as medicine, law enforcement, social work, international trade, business, government service, diplomatic and military service, sports, translating, interpreting, journalism, and broadcasting.

Requirements for the Bachelor of Arts Degree with a Major in Spanish

The Bachelor of Arts Degree with a major in Spanish requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 52-55).

Total Units Required to Graduate	**180 units**
Major Requirements	**46units**
Minor Requirement	**20 units**
Other University Requirements	**67-82 units**
CSUB 101	2
American Institutions	5-10*
Area A	15
Area B	15
Area C	10*
Area D	10-15*
Theme 1	5
Theme 2	0*
Theme 3	5
GRE	0-5*
GWAR (Exam) or Class	0*

*may be satisfied in major, minor or other university requirement

Additional Units **32-47 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the Major in Spanish
The Spanish major has the following discipline-based requirements. The minimum requirements for a major in Spanish are the courses listed below or equivalent courses:
1. SPAN 300 or 409, 301, 302, 303, 412 or 420, 424 or 426 or 428, and 490.
2. Ten units selected from the department's upper division courses taught in Spanish (not including SPAN 427).
3. The satisfactory completion of one of the three options listed below:
   a. A special minor.
   b. A minor consisting of at least 20 quarter units designed by another discipline.
   c. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors").

Students planning to teach are urged to select courses from the following (in consultation with their advisor): SPAN 300, 428, 415, 409, 413.

Teaching Credential-Spanish Teacher Preparation Program
The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer a single subject matter preparation program in Spanish leading to a Bachelor of Arts degree. All of the following courses or equivalent courses are required (9 courses, 46 units):
1. SPAN 202, 300, 301, 302, 303, 409, 412 or 420, 424 or 426 or 428, and 490, plus two upper division elective courses taught in Spanish.

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 level (not including SPAN 427).

FRENCH

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.

Department of Music and Theatre
School of Arts and Humanities
Department Chair: Mandy Rees
Department Office: Music Building, 102
Telephone: (661) 654-3093
email: kmendenhall_gregory@csub.edu
Website: www.csub.edu/music/
Faculty: S. Park Chang, D. Davis, R. Ferrell, J. Haney, R. Provencio, L. Sakomoto, J. Scully, P. Sears
Emeritus: G. Mehling, J. Kleinsasser

Program Description
The Bachelor of Arts in Music offers comprehensive training in music performance; music theory, music history, and music education, all intended to prepare students for careers in professional music, teaching, or other professional fields. There are many opportunities for students to perform as soloists or in ensembles. The requirements are flexible enough to allow each student to specialize or generalize as appropriate, and there are two emphases: (1) General Music with studies in areas such as performance, composition, jazz, or musicology; and (2) Music Education with studies for vocal, instrumental, or general music educators.

Any undergraduate accepted into the University may undertake this major. Continuation in the major is contingent upon satisfactory progress in all coursework, both in and out of the major.

All music majors are required to take a major performance ensemble (band, orchestra, choir or jazz band) and applied studio instruction during each quarter of residency after formal registration into the major. The students are placed based on admission auditions performed for the music faculty. Students are allowed to register for ensembles by audition with the appropriate conductor and for studio by approval of the faculty. State supported lessons are provided for four years; preparatory or supplemental lessons may be arranged as needed.

The Music Department uses various means of student outcomes assessment to improve student learning. These include public performances, juried performance exams, quarterly interviews on musical theory and literature, upper level reviews, and others. The faculty periodically review the data collected for guidance in curriculum development and academic program review.

Most offerings in the Music Department are open to all CSUB students regardless of their declared major. In addition to courses that will satisfy General Education or Liberal Studies requirements, the department offers the following curricula:

- BA in Music with emphasis in either General Music or Music Education
- Minor in Music
- Minor in Music Education
- Music Concentration for Liberal Studies majors

Requirements for the Bachelor of Arts Degree in Music

Total Units Required to Graduate 180 units
Major Requirements
General Music Emphasis 80-104 units
1. Music Theory (23)
2. Music Technology (3)
3. Music History and Literature (15)
4. Two Additional Upper Division Courses (10)
5. Ensemble (3-12)
6. Studio Instruction (3-12)
7. Piano Proficiency (0-6)
8. Culminating Activity (3)
9. Minor (20)

Music Education Emphasis 89-114 units
1. Music Theory (23)
2. Music Technology (3)
3. Music History and Literature (15)
4. Music Education Courses (27)
5. Vocal Techniques and Instrumental Pedagogy (12-13)
6. Ensemble (3-12)
7. Studio Instruction (3-12)
8. Piano Profiency (0-6)
9. Culminating Activity (3)
10. Minor (0)

Other University Requirements 87-92 units

CSUB 101	2
American Institutions	5
Area A	15
Area B	15
Area C	15
Area D	15
Theme 1	5
Theme 2	5
Theme 3	5
GRE	5
GWAR (Exam) or Class	0-5

*may be satisfied in major, minor or other university requirement

Additional Units 0-13 units

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.

The Bachelor of Arts Degree with a major in Music requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Graduation Writing Assessment Requirement, and Foreign Language (see pages 52-55).

Requirements for Major in Music
Discipline-Based Requirements
Emphasis I: General Music

1. **Music Theory**
   MUS 122, 124, 152, 154, 222, 224, 370
2. **Music Technology**
   MUS 111
3. **Music History and Literature**
   MUS 341, 342, 343
4. Two courses selected from the following (15 units): MUS 324, 325, 371, 372, 375, 385, 425, 472, 477* and 481-485. *Only certain MUS 477 offerings are appropriate; students should consult their advisors for appropriate substitutions.
5. Participation and credit in one of the following performing organizations during every term of residence after formal registration as a music major: MUS 220 or 420, 237 or 437, 251 or 451, 253 or 453, 254 or 454, 255 or 455, 256 or 456. **Note:** Other music ensembles may be substituted for the required ensembles above with the permission of the music faculty. Music majors are expected to attend three music department concerts each quarter.
6. Performing proficiency acceptable to the department in voice or another instrument approved by the department. Students must demonstrate this proficiency during each quarter in residence at a jury examination performed before the music faculty after each quarter of studio instruction (MUS 123, 223, 323, or 423). Students enrolled in senior culminating activities that do not involve music performance are exempt from the studio instruction requirement during the culminating activity year. Additional studio instruction in music composition is available but may not substitute for instruction in performance. Note: All students enrolled in studio music instruction must be concurrently enrolled in the appropriate major ensemble.
7. Piano proficiency examination performed before the faculty or completion of MUS 234.
8. One of the following options (3 units): MUS 490 or 491 or 492, 493 and 494.
9. A minor as described below:
   a. A special minor.
   b. A minor consisting of at least 20 quarter units designated by another discipline.
   c. An interdisciplinary concentration or minor.
   d. A second, or double, major.

Requirements for Major in Music Education
Emphasis II: Music Education

1. **Music Theory**
   MUS 122, 124, 152, 154, 222, 224, 370
2. **Music Technology**
   MUS 211
3. **Music History and Literature**
   MUS 341, 342, 343
4. **Music Education—Breadth and Perspective**
   MUS 257, 325, 403, 405, 410, 425
5. **Vocal Techniques and Instrumental Pedagogy**
   MUS 227, 228, 229, 259.001, 259.002, 259.003, 259.004. (Voice students should take all four instrumental pedagogy courses. Instrumentalists should take those instrumental courses outside their specialty plus two singing technique classes.)
6. Participation and credit in one of the following performing organizations during every term of residence after formal registration as a music major: MUS 220 or 420, 237 or 437, 251 or 451, 253 or 453, 254 or 454, 255 or 455, 256 or 456. **Note:** Other music ensembles may be substituted for the required ensembles above with the permission of the music faculty. Music majors are expected to attend three music department concerts each quarter.
7. Performing proficiency acceptable to the department in voice or another instrument approved by the department. Students must demonstrate this proficiency during each quarter in residence at a jury examination performed before the music faculty after each quarter of studio instruction (MUS 123, 223, 323, or 423). Students enrolled in senior culminating activities that do not involve music performance are exempt from the studio instruction requirement during the culminating activity year. Additional studio instruction in music composition is available but may not substitute for instruction in performance. **Note:** All students enrolled in studio music instruction must be concurrently enrolled in the appropriate major ensemble.
8. Piano proficiency examination performed before the faculty or completion of MUS 234.
9. One of the following options (3 units): MUS 490 or 491 or 492, 493 and 494.
10. No minor is required for the Music Education Emphasis.

Requirements for the Minor in Music

A total of 24 quarter units comprised of the following: four five-unit music courses (at least two of which must be upper division) including at least one music theory course such as MUS 120 or 122 or 152 or 222; two units of studio music instruction or an approved alternative, and two units of work in a major performing ensemble.

Requirements for the Minor in Music Education

The Minor in Music Education consists of a minimum of twenty-three units, selected from the course list below. Proficiency in reading musical notation is required for admission to the minor. At least one course in music theory and one course in music literature or history are pre-requisites for formal admission to the Music Education minor. The Music Education minor can help the student meet the requirements for the California Supplemental Credential in Music (30 units required) provided all courses are completed with a grade of "C" or higher.

Conducting (5 units)

MUS 325

Breadth and Depth (selected from) (15 units)

MUS 259.001, 259.002, 259.003, 259.004, 403, 404, 405, 406, 410, 411, 425

Musical Performance (must be completed in residence at CSUB) (3-9 units)

Three (3) units in a major ensemble (Choir, Band, Orchestra, or Jazz Band).

Three (3) units of individual study in voice or an approved instrument.

Three (3) units of class piano or accompanying.

Teaching Credential-Single Subject

Students wishing to complete the requirements for the California Single Subject Credential in Music should consult with the department chair or an appropriate music faculty advisor.

Program in Natural Sciences
School of Natural Sciences, Mathematics, and Engineering
Program Coordinator: Carl Kloock
Program Office: Science Building I, 147
Telephone: (661) 654-3021
email: ckloock@csub.edu
Website: www.csub.edu/natural_sciences/index.html

The Departments of Biology, Chemistry, Geology, and Physics offer a Bachelor of Science in Natural Sciences. This degree program offers the required subject matter content to help prepare prospective science teachers to apply for subject matter certification in California by taking the California Subject Matter Examinations for Teachers (CSET) in Science. The four disciplinary concentrations within the BS in Natural Sciences prepare the candidate for the CSET Science exams, which consist of three exams: two covering breadth in science (Life Science, Chemistry, Earth and Planetary Science, and Physics), and one covering depth in one of these areas, corresponding to the concentration. Passage of the CSET in science is required to certify subject matter competency before entering a teacher credential program. Consult your advisor or the Department of Education for details on other entry requirements for pursuing a secondary teaching credential. The foundational science concentration prepares students for the foundational science CSET exams (two exams covering science breadth, as above) and includes credential coursework, providing science subject matter and the credential in a blended program. The core courses in the BS in Natural Sciences offer a broad foundation in all four of the natural science areas (Biology, Chemistry, Geology, and Physics) and Mathematics. The disciplinary concentrations and minors add depth preparation in two of the four areas, while the foundational science concentration adds credential coursework to this foundation. While this broad foundation has been developed for prospective teachers, it also serves as excellent preparation for employment in any area of business, industry or government where scientific skills are in demand.

Please be aware that several courses in the core require satisfactory scores on placement tests or completion of prerequisite courses. CHEM 211, 211L requires a satisfactory score on the chemistry placement exam or completion of CHEM 101; MATH 192 requires a satisfactory score on the pre-calculus readiness exam or completion of MATH 190 or 191. In addition, MATH 190 or 191 requires satisfactory ELM scores or completion of previous remedial mathematics coursework.

The disciplinary concentrations in the BS in Natural Sciences consist of three components: I. Core Coursework, which all students complete, includes all four sciences and mathematics. II. A Concentration consisting of 6-7 additional upper division courses within a specific science discipline (Biology, Chemistry, Geology or Physics), and III. An optional minor in a second science discipline, Mathematics, or Statistics. For students with science minors, 2 courses (ten units) from the core, in the same discipline as the minor, will be counted towards the minor. Minors are highly recommended. Additional subject matter competency can be established via the CSET in the area of the minor, increasing versatility and job prospects of the prospective teacher. Students are advised to satisfy the Gender-Race-Ethnicity requirement with EDTE 416. For students in the Physics concentration, the required courses PHYS 221, 222 and ENGR 207 satisfy the A3 General Education requirement.

Requirements for the Bachelor of Science Degree in Natural Sciences: Disciplinary Concentrations

Total Units Required to Graduate		**180 units**
Major Requirements		**99-103 units**
Core Courses	70-73	
Concentration	29-30	
Other University Requirements		**60-72units**
CSUB 101	2	
American Institutions	5	
Area A	10-15	
Area B	0*	
Area C	15	
Area D	15	
Theme 1	0*	
Theme 2	5	
Theme 3	5	
GRE	3-5	
GWAR (Exam) or Class	0-5	

*satisfied in major, minor or other university requirements

Additional Units	**5-21 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements. **Note:** One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week

Requirements for the Major in Natural Sciences Disciplinary Concentrations

I. Core Coursework (60-73 units) Note: For science minors, 2 courses (10 units) from the core, in the same discipline as the minor will be counted toward the minor instead of the core.

Life Science (Biology): (15 units)
BIOL 201, 202, and 203

Chemistry: (15 units)
CHEM 211, 211L, 212, 212L, 213 and 213L

Earth and Planetary Science (Geology): (15 units)
GEOL 201, 204 and one of PHYS 110 or GEOL 205 or 308

Math: (10 units)
Physics Concentration: MATH 192 and one of MATH 201 or 231
Biology, Chemistry and Geology Concentrations: MATH 191 and 211 or 192 and one of MATH 201 or 231

Foundational Concentration: MATH 191 and 140 or 211 or 192 and one of MATH 201 or 231

Physics:[1] (15-18 units)

One physics sequence: either PHYS 201, 202 and 203 or PHYS 221, 222 and 223. For students in the disciplinary concentrations, one course from the core, outside of the concentration and minor, can be waived.

II. Concentrations—Select one

Biology Concentration: (29-30 units)

BIOL 301 304, 305, 306, 470, and 490

One of BIOL 318 or 357

Chemistry Concentration: (30 units)

CHEM 331, 332, 340, 390, and 490

One of CHEM 421 or 422 and one upper division Chemistry Elective (Must be a 5-unit lab course)

Geology Concentration: (30 units)

GEOL 303, 306, 307, 309, 475, and 490

Physics Concentration[1]**:** (30 units)

PHYS 207, 307, 324, 325, and 490

Four or more units of upper division PHYS electives or four or more units from CHEM 361, 362, 363

III. Recommended Minors: In addition to the courses listed under core coursework, the following courses are recommended to complete a relevant minor.

Biology Minor: (10 units)

10 Upper division units in Biology. Recommended courses: BIOL 304, 305 306, or 470

Chemistry Minor: (10 units)

10 upper division units in Chemistry. Recommended courses: CHEM 331, 350

Geology Minor: (10 units)

10 upper division units in Geology. Recommended courses: GEOL 303, 306, 307, 309 or 475

Math Minor:[1] (20 units)

20 units in Mathematics, 10 of which must be upper division. Recommended courses: MATH 202 or 212 or 232, MATH 203 or 233 and 10 units of upper division Mathematics. Recommended for Physics concentration: MATH 302 and 304

Physics Minor:[1] (10 units)

10 upper division units in Physics. Recommended courses: MATH 202 or 212 or 232, MATH 203, or 233, PHYS 324 and 5 or more units of upper division physics.

Statistics minor: (20 units)

MATH 140, 338, 339, and 415

[1]Students in the Physics Concentration and minor must complete the PHYS 221, 222 and 223 sequence. MATH 203 is required for most upper division physics courses. The MATH Minor is strongly encouraged for students within the physics concentration.

The Foundational science concentration in the BS in Natural Sciences has been developed for individuals seeking the Foundational Science Credential for Middle School and Junior High School science teachers. The Foundational science concentration requires the same core coursework as the disciplinary concentrations, but the disciplinary concentration is replaced by teaching credential coursework. A minor is optional, but encouraged. The Foundational science concentration prepares the candidate for the CSET exams in Foundational Science, which consist of 2 exams covering breadth in science (Life Science, Chemistry, Earth and Planetary Science and Physics). This allows students to earn the foundational science credential in a blended, 4-year program including both science and credential coursework. Please be advised that the foundational science credential is intended for teaching grades 6-8. Additional appropriate post-baccalaureate coursework and CSET exams can be taken to add an authorization for High School level single subject certification.

The CSET exams must be passed before beginning credential coursework, with the exception of prerequisite and foundational courses which should be taken during the junior year. Other credential coursework should not be started until the senior year in most cases. Please consult an advisor for help with CSET planning.

Requirements for the Bachelor of Science Degree in Natural Sciences: Foundational Science Concentration

Total Units Required to Graduate		**186-194 units**
Major Requirements		**124-127 units**
Core Courses	70-73	
Concentration	51	
Senior Seminar	3	
Other University Requirements		**62-67 units**
CSUB 101	2	
American Institutions	5	
Area A	15	
Area B	0*	
Area C	15	
Area D	15	
Theme 1	0*	
Theme 2	5	
Theme 3	5	
GRE	0*	
GWAR (Test) or Class	0-5	
Additional Units		**0 units**

*satisfied in major, minor or other university requirements

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements. **Note:** One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the Major in Natural Sciences: Foundational Science Concentration

I. Core Coursework: see I above (70-73 units)

II. Concentration: (51 units):
Foundational/prerequisite courses: EDSP 301, EDTE (300 or 310), 410 and 416
Stage I: EDSE 531 and 532, EDTE 401 and 415
Stage II: EDSE 533, 534 and 535, EDTE 402
Stage III: EDSE 599, EDTE 403 and 404

III. Senior Seminar: SCI 490

Department of Nursing
School of Natural Sciences, Mathematics, and Engineering
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Faculty: D. Boschini, D. Dawkins, K. Gilchrist, H. He, A. Hedden, P. Heintz, M. Kinder, K. Lillie, J. Pedro, S. Pollock, B. Pulskamp, M. Rubolino, D. Wilson

Program Description
The Department of Nursing offers a baccalaureate program built upon a foundation of science and liberal education that 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 approved by the California Board of Registered Nursing and accredited by the Commission on Collegiate Nursing Education. For further information about the approval status of the program, please contact the Department of Nursing office or the Commission on Collegiate Nursing Education (CCNE) at the following address: One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, phone (202) 887-6791.

The nursing curriculum is organized according to the four universal concepts of nursing which include the client, the environment, health, and the nurse. The client is defined as the individual, the family, groups/aggregates, and the community. Students study health, health problems and human responses that occur as a result of life processes. Emphasis is placed on the nursing process as a systematic method of assisting clients to attain, regain and maintain maximum functional health status. Nursing intervention with clients is based on the use of the nursing process with a focus on the various roles of the nurse including educator, clinician, leader, and researcher.

Baccalaureate Program Objectives
The program objectives are to prepare students for graduation who:

1. Integrate the knowledge and methods of the humanities, social sciences, and natural sciences as a foundation for nursing practice.
2. Incorporate knowledge, skills, and attitudes in leadership, quality improvement, and client safety as necessary components of high quality health care.
3. Evaluate current evidence and incorporate evidence-based practices to improve client outcomes.
4. Utilize knowledge, skills, and attitudes in client care technologies, information systems, and communication devices to deliver safe and effective nursing care.
5. Demonstrate an understanding of healthcare policies, including financial, legal, and regulatory, and their direct and indirect influences on the nature and functioning of the healthcare system.
6. Use effective communication and collaborative skills as part of an inter-professional team to deliver patient-centered care.
7. Deliver population-focused nursing care, with an emphasis on health promotion and disease prevention in a diverse, multicultural society.
8. Demonstrate professionalism and a respect for the inherent ethical values of altruism, autonomy, human dignity, integrity, and social justice as fundamental to the discipline of nursing.
9. Engage in clinical nursing practice with clients, including individuals, families, groups, communities, and diverse populations across the lifespan and the continuum of healthcare environments.

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.

TRADITIONAL BSN PROGRAM
The Traditional BSN program provides students the opportunity to complete the requirements for a BSN degree. Graduates are eligible to seek licensure as a Registered Nurse with successful completion of the National Council Licensure Examination (NCLEX-RN). Graduates are also eligible for the California Public Health Nurse Certification and are prepared to progress into a master's degree program.

Requirements for the Bachelor of Science Degree in Nursing Approved by the California Board of Registered Nursing and Accredited by the Commission on Collegiate Nursing Education

Total Units Required to Graduate		**180 units**
Major Requirements		**148 units**
Nursing Courses	86	
Prerequisites	41	
Cognates	21	
Minor Requirement		**0 units**
Other University Requirements		**32 units**
CSUB 101	2	
American Institutions	5	
Area A	0*	
Area B	0*	
Area C	15	
Area D	5*	
Theme 1	0*	
Theme 2	5	
Theme 3	0*	
GRE	0*	

GWAR (Exam) or Class	0-5

*satisfied in prerequisite, major, or other university requirement

Additional Units 0 units

Additional information regarding the following Department of Nursing policies is available at www.csub.edu/nursing:

1. Admission Criteria and Application Procedure
2. Physical and Mental Health Requirements
3. Health Clearance for Newly-Admitted and Continuing Nursing Students
4. Admission Requirements, including Student Health Insurance, Mask Fit Testing, BLS Certification, Student Professional Liability Insurance, Background Checks, OSHA Requirements, Drug Testing, Uniforms, Transportation, and Standardized Testing
5. Program Progression
6. Requirements related to Program Completion, including Graduation Checks, Testing, and Applications for BRN Approval for NCLEX Testing and the Public Health Nurse Certificate
7. Admission with Advanced Standing

Prerequisite Courses

Note: CSUB course(s) listed in parenthesis.

1. Expository Writing: 5 quarter or 3 semester units (ENGL 110) [Satisfies Area A2]
2. Speech: 5 quarter or 3 semester units (COMM 108) [Satisfies Area A1]
3. Critical Thinking: 5 quarter or 3 semester units (PHIL 102) [Satisfies Area A3]
4. Statistics: 5 quarter or 3 semester units (MATH 140 or PSYC 200) [Satisfies Area B4]
5. Chemistry, with lab: 5 quarter or 3 semester units (CHEM 150 or 203) OR a combined inorganic/organic chemistry course, with lab: 7.5 quarter or 5 semester units [Satisfies Area B1, B2, B3] Please see Department of Chemistry for CHEM 150 prerequisite requirements.
6. Human Anatomy, with lab: 5 quarter or 3 semester units (BIOL 250)
7. Human Physiology, with lab: 6 quarter or 4 semester units (BIOL 255/256)
8. Microbiology: 5 quarter or 3 semester units (BIOL 260)

Cognate Courses

1. Psychology: 5 quarter or 3 semester units (PSYC 100) [Satisfies Area D4]
2 Pathophysiology: 5 quarter or 3 semester units (BIOL 355)
3. Lifespan Development: 3 quarter or 3 semester units (NURS 235)
4. Nutrition: 3 quarter or 3 semester units (BIOL 270)
5. Sociology or Anthropology: 5 quarter or 3 semester units (SOC 100 or ANTH 100**)** [Satisfies Area D5 or D1]

Note: It is recommended that prerequisite courses be taken within ten years of the student's expected baccalaureate graduation. See www.csub.edu/nursing for course currency policy.

Required Nursing Courses

The Bachelor of Science in Nursing requires the completion of the following courses in Nursing arranged according to level. The levels are taken sequentially:
Level I: Prerequisite courses
Level II: NURS 235, 245, 261, 262, 263, 264, 265, 266
Level III: NURS 351, 352, 353, 354, 355, 356, 357
Level IV: NURS 441, 442, 444, 463, 464, 490

RN TO BSN COMPLETION PROGRAM

The RN to BSN Completion program provides Registered Nurses who graduated with an Associate Degree or Diploma in nursing the opportunity to complete the requirements for a BSN degree. Graduates are eligible for the California Public Health Nurse Certification and are prepared to progress into a master's degree program.

Requirements for the Bachelor of Science Degree in Nursing Accredited by the Commission on Collegiate Nursing Education

Total Units Required to Graduate		**180 units**
Major Requirements		**106 units**
Prerequisites	41	
Nursing Courses	45	
Test (NCLEX) Credit	20	
Minor Requirement		**0 units**
Other University Requirements		**45 units**
American Institutions	5	
Area A	0*	
Area B	0*	
Area C	15	
Area D	15*	
Theme 1	0*	
Theme 2	5	
Theme 3	0*	
GRE	0*	
GWAR (Exam) or Class	5	

*satisfied in prerequisite, major, or other university requirement

Additional Units: CSU Transfer 29 units

Note: Only 105 quarter units may be transferred. Credit for NCLEX completion will be granted by the university only if all other requirements for admission are met.

Required Prerequisite Courses for the RN to BSN Program

1. Expository Writing: 5 quarter or 3 semester units (CSUB course: ENGL 110)
2. Speech (Public Speaking): 5 quarter or 3 semester units (CSUB course: COMM 108)
3. Statistics: 5 quarter or 3 semester units (CSUB course: MATH 140 or PSYC 200)

4. Inorganic or Organic Chemistry with lab OR a combined Inorganic/Organic chemistry course with lab: (CSUB course: CHEM 150). Please see Department of Chemistry for CHEM 150 prerequisite requirements.
5. Human Anatomy, with lab: 5 quarter units or 3 semester units (CSUB course: BIOL 250)
6. Human Physiology, with lab: 6 quarter or 4 semester units (CSUB course: BIOL 255/256)
7. Microbiology: 5 quarter or 3 semester units (CSUB course: BIOL 260)
8. Critical Thinking: 5 quarter units or 3 semester units (CSUB course: PHIL102)

Required Nursing Courses for the RN to BSN Program

In the RN to BSN Completion Program, registered nurses (RNs) take nursing and general education undergraduate courses. For the BSN degree, the university may require several undergraduate general education courses. The following nursing courses are required for RNs seeking a BSN degree: NURS 345, 357, 410, 415, 416, 441, 442, 477, 492, 493

LVN 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. Prerequisites: Current California LVN License, admission to the University, and completion of: BIOL 255, 256 and 260.

Required courses in the Program:

NURS 338, 341, 342, 351, 352, 446, 490

Note: The LVN 45-Unit Option is offered only when resources allow; please check availability of courses at www.csub.edu/nursing.

Department of Philosophy and Religious Studies
School of Arts and Humanities
Department Chair: Paul Newberry
Department Office: Faculty Towers, 104D
Telephone: (661) 654-2291
email: klund2@csub.edu
Website: www.csub.edu/philosophyrs
Faculty: S. Gamboa, D. Jackson, J. A. Kegley, C. Meyers, P. A. Newberry, M. Paleologou, S. Saner
Emeritus: G. Kessler

Program Description
The program in Philosophy enables students to explore critically various systems of beliefs and values, to grapple with the foundations of their own beliefs and values, to develop habits of critical thinking, writing, and reading, and to use these skills to address real world problems. The Program offers three major emphases in Philosophy, and a minor in Philosophy. Program goals and objectives can be found on their website.

Requirements for the Bachelor of Arts Degree in Philosophy

Total Units Required to Graduate		**180 units**
Major Requirements		**66-76 units**
Prerequisites	10	
General Emphasis	56	
Graduate School Emphasis	66	
Pre-Law Emphasis	56	
Minor Requirement		**20 units**
Other University Requirements		**62-82 units**
CSUB 101	2	
American Institutions	10*	
Area A	5*	
Area B	15	
Area C	15	
Area D	5-10*	
Theme 1	5	
Theme 2	0-5*	
Theme 3	5	
GRE	0-5*	
GWAR (Exam) or Class	0-5*	

*may be satisfied in major, minor or other university requirement

Additional Units	**2-32 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for Major in Philosophy
General Emphasis (11 courses plus a minor)
PHIL 290, 350, 490
1. History of Western Philosophy. One (1) course required from: PHIL 302, 303, 304 or 305
2. Value Theory. One (1) course required from: PHIL 333, 411, 431 or 432
3. Metaphysics & Epistemology. One (1) course required from: PHIL 440, 441, 451 or 452
4. Electives (5 additional upper-division 5 unit, graded courses in PHIL) (25 units)
5. Minor (one of the following options) (20 units)
   a. A minor from another discipline.
   b. An interdisciplinary emphasis or minor in one of the specially developed areas (see Interdisciplinary Emphases and Minors).
   c. A special minor from other disciplines, approved by the student's advisor and the AVP for Academic Programs.

Graduate School Emphasis (13 courses plus a minor)
PHIL 290, 302, 303, 304, 305, 350, 432, 490
1. 20th and 21st Century Philosophy. Two (2) courses required from: PHIL 307, 308, 309, 310, 381, 382, 406
2. Social and Political Philosophy. One (1) course required from: PHIL 333, 411, 435
3. Metaphysics and Epistemology. Two (2) courses required from: PHIL 440, 441, 451, 452
4. Minor (one of the following options) (20 units)
   a. A minor from another discipline.
   b. An interdisciplinary concentration or minor in one of the specially developed areas (see Interdisciplinary Concentrations and Minors).
   c. A special minor from other disciplines, approved by the student's advisor and the AVP for Academic Programs.

Pre-Law Emphasis (11 courses plus Special Minor for Pre-Law)
PHIL 290, 316, 350, 435, 490
1. History of Western Philosophy. One (1) course required from: PHIL 302, 303, 304, 305
2. Gender and Race. One (1) course required from: PHIL 381, 382
3. Value Theory. Two (2) courses required from: PHIL 333, 411, 431, 432
4. Metaphysics & Epistemology. One (1) course required from: PHIL 440, 441, 451, 452
5. Elective (1 additional upper division 5 unit, graded course in PHIL)
6. **Special Minor for Pre-Law** (4 courses) (20 units)
   a. Economics. Two (2) courses required: ECON 201 and 404
   b. Political Science. Two (2) courses required from: PLSI 314, 315, 333, 370

Requirements for the Minor in Philosophy
The minor requires four courses, at least fifteen of which must be upper division.

Department of Physical Education and Kinesiology
School of Social Sciences and Education
Department Chair: Kris Grappendorf
Department Office: Education Building, 142
Telephone: (661) 654-2187
email: peak@csub.edu
Website: www.csub.edu/SSE/PEAK
Faculty: J. Moffit, C. Johnson, M. Smith, E. Wang

Program Description
The Bachelor of Science Degree in Physical Education and Kinesiology (PEAK) at CSUB covers a broad knowledge base that represents several disciplines that include traditional physical education, exercise science, and coaching. Students majoring in Physical Education and Kinesiology have two concentrations to choose from: Physical Education and Exercise Science.

Students who complete the **Concentration in Physical Education** will be prepared to fulfill requirements for the State of California Single Subject Credential in Physical Education as established by the California Commission on Teacher Credentialing (CCTC). Students wishing to teach in the junior-high and senior-high school levels will be required to take additional courses to obtain the single subject teaching credential (in addition to the Physical Education concentration curriculum).

Students who desire to coach as well as teach have the opportunity to select various theory of coaching courses within the major to prepare for coaching careers.

The **Concentration in Exercise Science** prepares students for careers in the fitness/wellness industry (e.g., corporate fitness) and certain clinical rehabilitation settings (e.g., cardiac rehabilitation). This concentration also provides students with the opportunity to prepare for advanced studies in related disciplines (e.g., masters degree in exercise science) and professional academic programs (e.g., physical therapy). This concentration follows current guidelines for academic programs in exercise physiology/science established by the American Society of Exercise Physiologists (ASEP) and prepares students for nationally recognized professional certifications offered by ASEP, the American College of Sports Medicine (ACSM), and the National Strength and Conditioning Association (NSCA).

Another academic preparation offered by the department in addition to the major includes a minor in Physical Education and Kinesiology. Also, the department offers a variety of activity courses (100-level) for recreational/fitness purposes. These activity courses are offered on a credit/no-credit basis and are not applicable to the Physical Education and Kinesiology major requirements. Up to 8 units of 100-level activity courses may be applied toward the 180-unit CSUB graduation requirement.

Requirements for the Bachelor of Science Degree with a Major in Physical Education and Kinesiology
The Bachelor of Science Degree with a major in Physical Education and Kinesiology requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language.

Discipline Requirements for the Major
Students interested in majoring in Physical Education and Kinesiology should obtain general information about the program early in their lower division career. After declaring a major in Physical Education and Kinesiology, they should meet with an appointed advisor within the department to plan a course of study in a specific concentration. This is essential given that certain courses are offered only once a year and that many courses have prerequisites that require completion of sequenced non-major and major courses in order to fulfill these requirements. The cognate courses are some of these prerequisites and are best taken with the lower division general education courses prior to reaching Upper Division status. Majors must earn a grade of "C" or better in all PEAK courses as well as cognate and elective courses required for the major.

Requirements for the Bachelor of Science Degree in Physical Education and Kinesiology: Concentration in Physical Education

Total Units Required to Graduate		**180 units**
Major Requirements		**94-95 units**
Core Courses	37	
Major Courses	33	
Major Electives	6	
Cognates	18-19	
Minor Requirements		**0 units**
Other University Requirements		**72-87 units**
CSUB 101	2	
American Institutions	5	
Area A	15	
Area B	5-10*	
Area C	15	
Area D	15	
Theme 1	5	
Theme 2	5	
Theme 3	5	
GRE	0-5	
GWAR (Exam) or Class	0-5	

*satisfied in major, minor or other university requirement

Additional Units	**0-14 units**

Requirements for the Major with a Concentration in Physical Education (57-58 units in addition to Core units)

1. **Required Core Courses** (Both Concentrations; 37 units):
   PEAK 200*, 300, 305, 310, 325, 401, 404, 490
   *PEAK 200 is a prerequisite to all other PEAK courses 300-level and above (it can be taken concurrently). Therefore, it should be taken as soon as possible within the required coursework. Students must have valid certification in First Aid and CPR from a recognized agency (e.g., American Red Cross; American Heart Association) at the time of graduation.
2. **Required Major Courses** (33 units):
   PEAK 331, 332, 381, 382, 383, 384, 385, 386, 387, 388, 389, 400, 431, 432
3. **Major Electives** (minimum of 6 units based upon emphasis within concentration):
   Electives may be chosen from the following courses:
   PEAK 290, 351, 352, 353, 354, 355, 356, 357, 362, 370, 373, 397, 402, 430, 481, 482, 483, 484, 496, 499
4. **Required Cognate Courses** (18-19 units):
   BIOL 250, 255, 256, 270 and CHEM 101 or 150 or 211 and 211L

Note: G.E. Area B1 and B3 requirements are satisfied by CHEM 150. G.E. Area B2 requirement is satisfied by BIOL 250 (for declared PEAK Majors only). G.E. Gender Race and Ethnicity (GRE) requirement is satisfied by PEAK 430.

Requirements for the Bachelor of Science Degree in Physical Education and Kinesiology: Concentration in Exercise Science

Total Units Required to Graduate		**180 units**
Major Requirements		**96-97 units**
Core Courses	37	
Major Courses	26	
Major Electives	15	
Cognates	18-19	
Minor Requirements		**0 units**
Other University Requirements		**77-87 units**
CSUB 101	2	
American Institutions	5	
Area A	15	
Area B	5-10*	
Area C	15	
Area D	15	
Theme 1	5	
Theme 2	5	
Theme 3	5	
GRE	5	
GWAR (Exam) or Class	0-5	

*satisfied in major, minor or other university requirement

Additional Units **0-7 units**

Requirements for the Major with a Concentration in Exercise Science (59-60 units in addition to Core units):

1. **Required Core Courses** (Both Concentrations; 37 units):
   PEAK 200*, 300, 305, 310, 325, 401, 404, 490
   *PEAK 200 is a prerequisite to all other PEAK courses 300-level and above (it can be taken concurrently). Therefore, it should be taken as soon as possible within the required coursework. Students must have valid certification in First Aid and CPR from a recognized agency (e.g., American Red Cross; American Heart Association) at the time of graduation.
2. **Required Major Courses** (26 units):
   PEAK 290, 406, 475, 485, 486, 498
3. **Electives** (15 units):
   A minimum of 15 units of appropriate electives based upon emphasis within the concentration (subject to approval of advisor). Electives may be chosen from the following areas: Biology, Chemistry, Communications, Management, Mathematics, Physics, Physical Education and Kinesiology, Psychology
4. **Required Cognate Courses** (18-19 units):
   Biol 250, 255, 256, 270 and CHEM 101 or 150 or 211 and 211L. G.E. Area B4 (MATH) requirement. (Students should contact an advisor for the concentration to determine which G.E. MATH course is best suited for their academic and professional needs; not counted in cognate course units.)

Note: G.E. Area B1 and B3 requirements are satisfied by CHEM 150. G.E. Area B2 requirement is satisfied by BIOL 250 (for declared PEAK Majors only).

Requirements for the Minor in Physical Education and Kinesiology

A minor is not required for the degree but is available to other majors. The minimum requirement for the minor in Physical Education and Kinesiology is 20 units, 10 of which must be in upper division courses. Of the 20 required units, up to 6 can be counted from courses 351-389. Only courses applicable to the major will be accepted for the minor. The minor curriculum plan is based upon the student's educational and professional goals. Students must meet with an appointed department advisor to develop the minor curriculum plan prior to beginning coursework.

Department of Physics and Engineering
School of Natural Sciences, Mathematics, and Engineering
Program Coordinator: Jorge Talamantes
Program Office: Science Building III, 307
Telephone: (661) 654-2664
email: physics@csub.edu
Website: www.csub.edu/Physics/
Faculty: D. Abouelnasr, L. Cabrales Arriaga, A. Dzyubenko, V. Gasparyan, J. Lewis, T. Meyer, R. Negrini, J. Talamantes

Program Description
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, astronomy, 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. For student learning objectives and more information, visit our website at www.csub.edu/Physics.

Requirements for the Bachelor of Science Degree in Physics

Total Units Required to Graduate		**180-183 units**
Major Requirements		**111 units**
Physics Courses	73	
Cognates	38	
Minor Requirement		**0 units**
Other University Requirements		**67-72 units**
CSUB 101	2	
American Institutions	5	
Area A	10*	
Area B	5*	
Area C	15	
Area D	15	
Theme 1	0*	
Theme 2	5	
Theme 3	5	
GRE	5	
GWAR (Exam) or Class	0-5	

*satisfied in major, minor or other university requirement

Additional Units	**0-2 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the Major in Physics
1. **Lower Division**
   PHYS 207, 221, 222, 223
2. **Upper Division**
   PHYS 307, 321, 322A, 322B, 323A, 323B, 324, 411A, 411B, 490
3. **At least ten units chosen from the following courses:**
   PHYS 313A, 313B, 323C, 325, 412A, 412B, 477, 480
4. **Cognates**
   MATH 201 or 211, 202 or 212, 203, 204 or MATH 231, 232, 233, 234 and 205, 222, CHEM 211, 211L, CMPS 221

Additional courses in Mathematics may be advised, depending upon the program needs of the individual student.

Requirements for the Minor in Physics
Although no minor is required for the BS degree with a major in Physics, a minor in Physics is available, consisting of 20 units, 10 of which must be in upper division courses that count toward the major.

Science Teacher Preparation Program Leading to a Degree in Natural Sciences with a Concentration in Physics
Completion of this program leads to a BA degree in Natural Sciences with a Concentration in Physics. This degree program offers the required subject matter content to help prepare prospective science teachers to apply for subject matter certification in California by taking the California Subject Matter Examinations for Teachers (CSET) in Science. Passage of these exams is required to certify subject matter competency before entering a teacher credential program for prospective teachers. Additional information may be obtained from the Physics and Engineering Department office (661) 654-2664.

For a detailed description of the course requirements please turn to the Natural Sciences section in this catalog.

Department of Political Science
School of Social Sciences and Education
Department Chair: Stanley E. Clark
Office: Business Development Center, A248
Telephone: (661) 654-2141
email: ppadilla@csub.edu
Website: http://www.csub.edu/polisci
Faculty: M. Ault, S. Clark, G. Commuri, M. Martinez, K. Price

Political Science majors should check the Political Science Department's webpage for current and future class schedules, course syllabi, department updates and news, important deadlines, and internship/career opportunities at CSUB. You can also find The Political Science Department on Facebook: PLSI at CSUB.

Program Mission
The Department of Political Science endeavors to develop in its graduates an understanding of how political systems operate, with what consequences and alternatives. The primary focus is on inculcating analytical and critical habits of thinking –habits that will be beneficial irrespective of professional choices. The Department is oriented toward assisting students who are preparing to go to graduate school, law school and/or for careers in public sector and non-profit service. In the process, we hope to create a body of students/citizens who are informed, who have the necessary intellectual skills, and who are also cognizant of humanistic values. Besides this, the Department along with other social sciences and arts seeks to engender a student body that is aware of the social and political structure within which we live – thus fulfilling the University's mission entrusted for general education of undergraduate students. For more information on our Mission Statement and our Student Learning Outcomes, please visit our Department's Homepage.

Requirements for the Bachelor of Arts Degree in Political Science with an Emphasis in American Politics, or an Emphasis in International Relations and Comparative Government, or an Emphasis in Pre-Law

Total Units Required to Graduate		**180 units**
Major Requirements		**66 units**
Prerequisites	10	
Core Curriculum	56	
Minor Requirement		**20 units**
Other University Requirements		**62-97 units†**
CSUB 101	2	
American Institutions	5-10*	
Area A	15	
Area B	15	
Area C	15	
Area D	5-15*	
Theme 1	5	
Theme 2	0-5*	
Theme 3	0-5*	
GRE	0-5*	
GWAR (Exam) or Class	0-5*	
Additional Units		**2-32 units**

†Range depends on double counting.
*May be satisfied in major, minor or other university requirement; see http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.

Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for Bachelor of Arts in Political Science (61 units)
All majors must satisfactorily complete at least twelve courses in Political Science, of which at least nine must be at the upper division level. Students are also required to declare a minor (see section on Minor Requirement below). Required lower and upper division courses for majors must be completed with a grade of "C-"or better. Students who fail to achieve a "C-"or above may repeat the course. The Department encourages students to develop their degree plans in close consultation with their faculty advisor.

General Core Requirements (36 units)
A. **Lower Division Required Courses** (10 units)
PLSI 101 and MATH 140 or PSYC 200 or MATH 192 or its equivalent with a C or better.
B. **Upper Division Required Courses** (16 units)
PLSI 304, PLSI/PHIL 333, PLSI 490 (Spring Quarter)
Before taking PLSI 490 you must have completed or be enrolled in three out of the following four courses: PLSI 300, 304, 333 and 380/481. Each major must submit a portfolio while enrolled in PLSI 490. This portfolio is not graded separately, but will be used by the faculty in assessing for themselves and assisting the student to assess his or her learning outcomes as encompassed by the major.
C. **Methods** (10 units)
PLSI 300 (Fall Quarter), 380 (Winter Quarter) or 481 on an individual study basis.

Program Emphases (15 units)
Choose one of the following Emphases:
A. **American Politics** (15 units)
This course of study is designed to facilitate learning the basic concepts, theories, and methods of institutions and behaviors of American government and to train students in research, analytical, and communication skills that focus on the uses of American Government and policy.
Select three of the following courses: PLSI 302, 313, 316, 317, 319, 335, 349, 418 or BEHS 321
B. **International Relations & Comparative Government** (15 units)
This course of study is designed to facilitate learning the basic concepts, theories, and methods of international relations and comparative politics. Students are trained

in research, analytical, and communication skills that focus on the uses of comparative and international relations training. **Select three of the following courses:** PLSI 302, 303, 308, 309, 323, 324, 349, 371, 376, 404

C. **Pre-Law** (15 units)
This course of study is designed to facilitate learning the basic concepts, theories, and methods of research that are important to attorneys and to others whose work requires understanding of common and statutory law. **Select three of the following courses:** PLSI 314, 315, 335, 349, 370, 411 or INST 369

Political Science Elective Courses (15 units)

A. Select three courses not taken for the Emphasis from the list below; two of these may be lower division: PLSI 102, 302, 303, 308, 309, 313, 314, 315, 316, 317, 319, 320, 323, 324, 328, 329, 332, 334, 335, 337, 339, 340, 342, 349, 370, 371, 376, 404, 411, 418, 420, BEHS 307, 311, 321, 330, 331, INST 369

Minor Requirement

The requirement for a major in Political Science mandates the completion of a minor. This can be accomplished by completing one of the three options listed below:

1. Completion of a minor program approved by another discipline and listed in the catalog.
2. An interdisciplinary concentration or minor listed in the catalog (see "Interdisciplinary Concentrations and Minors").
3. A special minor approved by the student's advisor and the Dean of Undergraduate Studies.

Honors Requirements

The Department recognizes two types of graduation with distinction:

1. Graduate with Honors: The requirements to graduate with Honors in Political Science are a 3.0 overall GPA, a 3.3 GPA in the major, and a Directed Research course (PLSI 481, offered in the Spring Quarter) with a minimum grade of B. Note: Consent of the instructor and GPA of 3.00 in the major are required to participate in PLSI 481.
2. Pi Sigma Alpha Honor Society: The requirements for Pi Sigma Alpha are a 3.0 overall GPA and a 3.3 GPA in the major. Applications for Pi Sigma Alpha are due no later than January 30.

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. No more than five units in the minor may be internship, cooperative education, or applied course work.

Courses which will be of special interest to students without substantial quantitative skills include PLSI 302, 308, 313, 315, 317, 319, BEHS 321, PLSI 323, 328, 333, 334, and 376. Other courses may be suitable depending on the instructor's announced objectives and approach.

Special Minor in Pre-Law for Political Science Majors

Four courses selected from the following. Two courses must be taken from Economics and two from Philosophy. ECON 201, 404, PHIL 316, or PLSI 350, 432, 435, 451. Substitutions may be approved by the Department chairs of Economics or Philosophy respectively.

American Institutions Requirement

Satisfaction of the American Institutions requirement 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 page 52).

Social Science Teacher Preparation Program within the BA in Political Science

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved single subject teacher preparation program in Social Science. The program certified in 1992 expired July 1, 2009. Students who began course work prior to 2009, but who did not complete all program requirements, must complete the requirements of the new CCTC approved program or pass all parts of the California Subject Examination for Teachers (CSET) in Social Science. For information about the program, contact the Social Science Program Coordinator, Alicia Rodriquez, (661) 654-2166.

Requirements for the Social Science Preparation Program

I. Core Requirements (11 courses, 55 quarter units)
HIST 231 and 232

Three courses from the following, one of which must be in world history:
HIST 202 or 210, 204 or 211, 206 or 212, 374 or PLSI 319, ECON 201 and 202

One of the following:
GEOG 302, GEOG/ECON 395, HIST 330, PLSI 332, INST 390

II. Breadth and Depth requirements (7 courses; 35 units)
Choose ONE COURSE from EACH of the following groups:

A. U.S. History
HIST 351, 352, 356, 357, 358, 359

B. World History and Perspectives (One from each group):
1. Africa/Asia
HIST 423, 424, 425, 426, 481
2. Europe/Latin America
HIST 306, 307, 308, 309, 325, 340, 442, 443
3. International Relations/Global Perspectives ECON 311, 341, PLSI 304, BEHS 307, PLSI 308, 309, 322, 323, 324

C. U.S. Constitution/Government
PLSI 314, 315, 316, 317, 335

D. International Economics
ECON 340, 440, PLSI 404

E. Comparative religious/ethical systems
   RS 110, 111, 316, 320, 323
F. Gender, Race, Ethnicity Requirement
   In addition, Social Science students must satisfy the University's GRE requirement through one of the following courses taken from a discipline other than that of their declared major: ANTH 438, ECON 380, HIST 421, 462, 465, 466, 467, 468, PLSI 339, PSYC 421, RS 326, SOC 327, 335, 336, 337, 338, 370

Students should consult the catalog for additional requirements for a BA in Political Science. Taken alone, the Social Science Preparation Program is neither a degree program nor a major. Also, please note that only those courses earning a C- or higher may be counted toward the Social Science Preparation Program and an overall minimum GPA of 2.7 is required for certification of subject matter competency.

Department of Physics and Engineering
School of Natural Sciences, Mathematics, and Engineering
Program Coordinator: Jorge Talamantes
Program Office: Science Building III, 308
Telephone: (661) 654-2664
email: jtalamantes@csub.edu
Website: www.csub.edu/engineering
Faculty: D. Abouelnasr, L. Cabrales Arriaga, A. Dzyubenko, V. Gasparyan, J. Lewis, T. Meyer, J. Talamantes

CSUB offers degree programs in Computer Engineering, Electrical Engineering, and Engineering Sciences. For all other engineering degrees, students can complete a substantial portion of lower division courses required for engineering programs elsewhere. 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.

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 in the Department of Physics and Engineering. Call the program office for information and assistance in finding an advisor. For student learning objectives and more information, visit our website at www.csub.edu/engineering.

Special Consideration for Transfer to Cal Poly San Luis Obispo - CSUB has reached an agreement with Cal Poly whereby students who complete the specified transfer program at CSUB are given special consideration for admission. While there is no formal guarantee, successful completion of the following courses positions the student with a strong transfer record.

Basic Course Requirements
CHEM 211, 211L, 212, 212L, CMPS 221, COMM 108 (not required for transfers to the UC), ENGR 160/161, 207, 240, ENGL 101 (required only for transfers to the UC), 110, MATH 201, 202, 203, 204 (Calculus sequence), or MATH 231, 232, 233, 234 (Calculus for Engineering Sciences sequence), 205, PHIL 102 (some CSU's waive this course), PHYS 221, 222, 223 (Calculus-based Physics sequence).

Department of Psychology
School of Social Sciences and Education
Department Chair: Tanya Boone
Department Office: Dorothy Donahoe Hall, D107
Telephone: (661) 654-2363
email: bespinosa@csub.edu
Website: www.csub.edu/psychology/
Faculty: M. Abramson, S. F. Bacon, T. L. Boone, J. F. Deegan II, A. Duran, A. Evans, K. L. Hartlep, T. K. Ishida, M. Leon, H. Mitchell, C. D. Raupp, K. Y. Ritter, I. C. Sumaya, S. E. Suter, L. A. Vega
Emeritus Faculty: M. J. Allen, D. C. Cohen, R. C. Noel, B. M. Rienzi, E. H. Sasaki, A. Seltzer

Program Description
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. This multi-perspective approach is best illustrated in the Mission and Goals statement of the department.

The requirements for the major expose the student to the broad range of perspectives, problems, methodologies, and bodies of knowledge found in contemporary psychology. We believe that this foundation provides for the development of relevant skills, behaviors, and attitudes necessary for diverse professional fields, especially those related to the human services.

All declared majors are expected to confer regularly with their faculty advisors to ensure that the selection of courses will be most appropriate for the student's career goals. The goals and objectives of the BA in Psychology can be found at the department's website.

Requirements for the Bachelor of Arts Degree with a Major in Psychology

Total Units Required to Graduate		**180 units**
Major Requirements		**66 units**
Prerequisites	13	
Core Curriculum	53	
Minor Requirement		**20 units**
Other University Requirements		**52-97 units**
CSUB 101	2	
American Institutions	10	
Area A	15	
Area B	10-15*	
Area C	10-15*	
Area D	0-15*	
Theme 1	5	
Theme 2	0-5*	
Theme 3	0-5*	
GRE	0-5*	
GWAR (Exam) or Class	0-5*	

* may be satisfied in major, minor or other university requirement

Additional Units **0-42 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the Major in Psychology
Prerequisites (13 units)
PSYC 100, 200, 290, 291
Major Requirements (53 units)
1. Core Courses (15 units)
   PSYC 250, 300B, 490 or 491
2. Four foundation courses. Two courses must be from Area "A" and two from Area "B" (20 units)
   a. Area A
      PSYC 203, 301, 302, 304
   b. Area B
      PSYC 210, 312, 315, 316
3. One advanced topic/laboratory experience from Area "A" or "B" above, chosen from: PSYC 301L, 302L, 303L, 304L, 310L, 312L, 315L, 316L (5 units)
4. Applications of psychology (3 units)*
   a. PSYC 395 (1unit)
   b. One or more of the following (2 units)
      PSYC 481, 496, 497, 498
5. A minimum of two upper division, letter-graded elective courses in Psychology (10 units)
6. A minor is required, selected from one of the following three options:
   a. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
   b. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors").
   c. A special minor.

Requirements for a Minor in Psychology
The minor in Psychology allows for an individually designed study of the discipline of Psychology. The minor consists of four or more letter-graded courses (20 quarter units) in Psychology which must include the following: PSYC 100; one foundation course (PSYC 203, 210, 301, 302, 304, 312, 315 or 316); and two additional upper division Psychology courses. Courses proposed to fulfill the minor in Psychology must be approved by the Chair of the Department of Psychology.

Department of Public Policy and Administration
School of Business and Public Administration
Department Chair: R. Steven Daniels
Department Office: Business Development Center, A112
Telephone: (661) 654-3406
email: rdaniels@csub.edu
Website: http://www.csub.edu/ppa
Faculty: C. Commuri, R. S. Daniels, J. Hultsman, T. Martinez, BJ Moore, J. Sun

In pursuit of CSUB's vision and our commitment to serve the Southern San Joaquin Valley, individuals enrolled in our Department of Public Policy and Administration (PPA) programs engage in learning experiences to develop new skills and expertise that prepare them for positions with government agencies at all levels; nonprofit organizations; hospitals, health, and health care agencies; and private organizations with significant government interactions. The Department has a strong commitment to professional development among public and non-profit professionals. The faculty is also committed to scholarship. 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.

About Our Alumni
Our alumni serve in a variety of prestigious capacities, both locally and nationally. They include past and present county administrative officers (CAO's); chief executive officers (CEO's) of hospitals, retirement centers, mass transit systems, and special economic development zones; CEO's of nonprofit organizations; policy specialists for elected officials at the national and local levels; presidents of private industry; presidents of state-wide professional associations; as well as elected public servants at the local and state levels. Other alumni enjoy professional careers in city management, special districts, social work organizations, criminal justice organizations (law enforcement and prison management), fire and public safety, and in the rapidly growing health care professions.

The purpose of the PPA programs is to prepare competent, ethical and effective public, nonprofit, and health care managers and leaders to advance the public service. Consistent with, and in addition to, established university academic performance and student conduct standards for undergraduates, the professional public service nature of the programs demands that those admitted, retained, and awarded degrees conform to the program admissions criteria and possess, develop and demonstrate academic and professional integrity in all activities to inspire public confidence and trust in public service. Students and applicants who violate academic integrity or professional ethical standards of behavior will be subject to the academic integrity procedures of the university. Such actions are, of course, subject to university review and appeal.

Undergraduate students without experience in public service or administration are strongly encouraged to take an approved internship or community service to be arranged in consultation with the internship advisor.

Academic excellence and diversity, high quality student experiences, and community engagement, it is the mission of this Bachelor of Arts (BA) program in Public Administration to prepare undergraduate students for administrative and managerial careers in government, nonprofit, health care, and volunteer organizations, as well as to upgrade the knowledge and skills of professional personnel already in such organizations. In addition, the program builds informed, active and responsible citizenship. The themes and objectives of the BA can be found at http://www.csub.edu/bpa/undergraduate/ppa/goals.shtml.

Public Administration majors must obtain advising before registering for classes. For information or an appointment with the Undergraduate Program Advisor, please contact Professor R. Steven Daniels (661) 654-2318 (BDC A112) or BPA Student Services (661) 654-2326 (BDC A123).

Requirements for the Bachelor of Arts in Public Administration

Total Units Required to Graduate		**180 units**
Major Requirements		**85 units**
Lower Division Foundation Core	20	
Core courses	45	
Electives	20	
Other University Requirements		**67-72 units**
CSUB 101	2	
American Institutions	5*	
Area A	10*	
Area B	15	
Area C	15	
Area D	5*	
Theme 1	5	
Theme 2	5	
Theme 3	0*	
GRE	5	
GWAR (Exam) or Class	0*	
*AI, A3, D2, D3, Theme 3, and GWAR satisfied in major		
Additional Units		**23-28 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the Major in Public Administration

A. **Required Lower Division Foundation Courses**

1. ACCT 220, ECON 202, PLSI 101, PHIL 102 or ANTH 120 or 121 or HUM 102 or SOC 120

B. **Required Core Courses**

2. PPA 275, 300, 320, 340, PPA 401 or BA 301, PPA 476 or MGMT 310, PPA 478, 490, COMM 304

C. **Upper Division Electives (4 approved courses)**

In addition to the foundation and core requirements, students must complete four approved 300-level or 400-level courses in Public Policy and Administration. Students may take 500-level courses or take the foundation courses for the MPA and MSA-HCM. PPA 401 may not be counted by PPA majors in both the core and the electives. Students may also take coursework in other disciplines such as marketing, management, finance, economics, criminal justice, and other social science disciplines if it matches their career objectives. Make these choices after consulting the undergraduate advisor.

Service Learning Component in BAPA:

Undergraduate public administration students must complete at least one service learning component during their degree program. This service learning component may be satisfied by a community-based project in a public administration class, an independent study, cooperative education, an internship, or another means approved by the PPA faculty. Students must develop a service learning portfolio to be presented in PPA 490.

Undergraduate Students Planning to Pursue the MPA or the MSA-HCM

Note: Undergraduate students in Public Policy and Administration planning to pursue the MPA or MSA-HCM should take the appropriate Fast Track courses as electives counting toward completion of the Bachelor of Arts in Public Administration (see the "Fast Track" minors). Seniors may take 500-level electives, with the permission of the department. Undergraduate students may not take 600- level courses. Courses at the 600-level are limited to classified graduate students.

Minors in Public Administration

A minor in Public Administration is available to candidates for any baccalaureate degree. The minor may be of special importance to those interested in pursuing the MPA or MSA-HCM degree. These students should seek advising from the Undergraduate Advisor before beginning work on the minor. A student desiring a minor in Public Administration must have the approval of the Undergraduate Advisor and must take four approved upper division courses in Public Policy and Administration.

Requirements for the Minor in Regular Public Administration Minor (20 units)

1. Requires PPA 275, 300
2. Plus at least (2) of the following: PPA 320, 325, 340, 401, 465, (476 or MGMT 310), or 478

Minors in MPA or MSA-Health Care Management, "Fast Track"

For those considering the MPA or MSA-Health Care Management programs, the "Fast Track" minors allow students to complete the MPA and MSA-HCM Foundation as part of their undergraduate minor. Students must pass the courses to receive credit for a minor or a PPA elective; however, students also wishing to use the Fast Track courses to meet the graduate Foundation must achieve a "B" (3.0) or higher in each course.

Requirements for the Minor in MPA "Fast Track" (20 units)

1. PPA 491, 401, 492, 493

Requirements for the Minor in MSA-HCM "Fast Track" (4 of the 5 courses; 20 units)

1. PPA 401 (may not be double counted in both the PPA core and PPA electives), PPA 492, 493, 494, 505

Requirements for the Minor in Nonprofit Management (20 units)

The minor in nonprofit management provides students in business and majors in humanities, social sciences, and physical education the opportunity for class preparation in community nonprofit and social action agencies.

1. Requires PPA 350*, 450*, 496*
2. Plus at least one of the following: ACCT 220, 221, MGMT 460, MKTG 300, 304, 430, PPA 465*, 478*

*May not be counted for minor credit by PPA majors.

Requirements for the Minor in Health Care Management (21-25 units)

A minor in Health Care Management is available to candidates for any baccalaureate degree program. The minor may be of interest to students interested in pursuing careers in health care or health care management. The minor would also allow students to complete some of the fast track courses into the MPA or MSA in Health Care Management. These students must seek approval from the PPA Undergraduate Advisor before beginning work on the minor for curriculum planning from the courses listed below and to facilitate the sequencing of courses and transition to the Master's level degree programs. Students must consult with the PPA internship advisor and the health care management faculty to identify a service learning experience.

A student must take five upper division courses (25 units) including an applied learning experience from the following courses. (If students choose to complete PPA 492, they also must have completed a 300-level statistics course or higher to be eligible).

1. PPA 425, 494
2. Two of the following: ECON 310, PPA 426, 419, 536
3. And complete an Applied Learning Experience, one of the following: PPA 496, 497, 492*

*Must have completed PPA 401, BA 301, or an upper division statistics course approved by the PPA undergraduate advisor).

Requirements for the Certificate in Public Administration

An individual who desires to begin non-degree study in Public Administration may apply for a certificate. Six (6) courses are required for the Certificate in Public Administration:

1. PPA 275, 300, 401, PPA 476 or MGMT 310, PPA 478, Plus one approved elective.

Requirements for the Certificate in Nonprofit Management

An individual who desires to begin non-degree study in nonprofit management may apply for a certificate. Six courses are required for the Certificate in Nonprofit Management.

1. Requires PPA 350, 450, 496
2. Plus at least three of the following: ACCT 220, 221, MKTG 304, 315, 430, MGMT 460, MKTG 300, PPA 465, 478

Department of Philosophy and Religious Studies
School of Arts and Humanities
Department Chair: Paul Newberry
Department Office: Faculty Towers, 104D
Telephone: (661) 654-2291
email: klund2@csub.edu
Website: www.csub.edu/philosophyrs
Faculty: S.T. Campagna-Pinto, L. Gubkin, T. Vivian
Emeriti: B. Jones, G. Kessler

The Program offers two Concentrations for majors in Religious Studies and a minor in Religious Studies.

The important thing is not to stop questioning. Curiosity has its own reason for existing. One cannot help but be in awe when he contemplates the mysteries of eternity, of life, of the marvelous structure of reality. It is enough if one tries merely to comprehend a little of this mystery every day. Never lose a holy curiosity.

—Albert Einstein

Program Description

By asking the great questions of human existence, religion has influenced art and culture, philosophy and psychology, and social and political theory in profound ways, and its study offers rich opportunities for intellectual growth. Cross-cultural in content and multi-disciplinary in approach, Religious Studies investigates a wide variety of spiritual practices and religious traditions. We employ a broad palette of interpretive tools to assess religious values, beliefs, and practices. As a result, students in Religious Studies receive a generous and diverse training in the skills and methods of scholarship.

Religious Studies examines religion from outside the framework of any particular belief system. The Religious Studies faculty encourages students to explore critically with rigor and enthusiasm the beliefs and assumptions of the world they inhabit. The program engages students in a perennial conversation with the unanswerable questions, vital ideas, and struggle for meaning exemplified by human religiousness so as to encourage intellectual curiosity, increase insight, and create responsible citizens. Such studies contribute to the quality of work and life, and offer an academic training in critical thinking and writing greatly desirable for success in a variety of professions.

Requirements for the Bachelor of Arts Degree with a Major in Religious Studies

Total Units Required to Graduate		**180 units**
Major Requirements		
Religious Studies Emphasis		**61 units**
2 Foundation Courses	10	
RS 290	5	
RS Major Courses	40	
RS 490	6	
Minor Concentration		**20 units**
RS Double Major Emphasis		**41 units**
2 Foundation Courses	10	
RS 290	5	
RS Major Courses	20	
RS 490	6	
Other University Requirements		**62-92 units**
CSUB 101	2	
American Institutions	5-10*	
Area A	5-15*	
Area B	15	
Area C	15	
Area D	10-15*	
Theme 1	5	
Theme 2	0-5*	
Theme 3	5	
GRE	0-5*	
GWAR (Exam) or Class	0-5*	

*may be satisfied in major, minor or other university requirement

Additional Units **2-32 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
See the Religious Studies website for the list of courses currently in rotation: http://www.csub.edu/philosophyrs/

Requirements for Major in Religious Studies

I. Religious Studies Emphasis

This concentration is for students concentrating in Religious Studies and requires a minimum of twelve (12) courses plus a minor, including:

A. A minimum of two (2) Foundational courses required from the following: RS 100, 110, 111
B. A minimum of three (3) courses required from World Religious Traditions.
   One (1) course required from: RS 301, 302, 303, 310, 313, 316
   One (1) course required from: RS 320, 321, 323, 326, 333, 336
   One (1) additional course elective from Area B.
C. A minimum of two (2) courses required from Approaches to the Study of Religion: PHIL 342, RS 345/PSYC 345, RS 348/SOC 348, RS 349/ANTH 349, RS 353, 360, RS 363/PHIL 363
D. A minimum of two (2) courses required from Religion and Culture in Global Perspective: RS 364, 370, 371, 376, 378, 379, 410, 465
E. Sophomore Seminar: RS 290 (Completion required by end of Junior year).
F. Capstone: RS 490
G. A minimum of one (1) additional upper-division course.
H. Minor Requirement: There are three options selected from one of the following three:
   1. A minor consisting of at least 20 quarter units designed by another discipline.

2. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors").
3. A special minor.

II. Religious Studies Double Major Emphasis

A minimum of eight (8) courses:

A. A minimum of two (2) Foundational courses required from the following: RS 100, 110, 111
B. A minimum of two (2) courses required from World Religious Traditions. One (1) course required from: RS 301, 302, 303, 310, 313, 316
   One (1) course required from: RS 320, 321, 323, 326, 333, 336
C. A minimum of one (1) of the following courses required from Approaches to the Study of Religion: PHIL 342, RS 345/PSYC 345, RS 348/SOC 348, RS 349/ANTH 349, RS 353, 360, RS 363/PHIL 363
D. A minimum of one (1) of the following courses required from Religion and Culture in Global Perspective: RS 364, 370, 371, 376, 378, 379, 410, 465
E. Sophomore Seminar: RS 290 Theory and Method in Religious Studies (Completion required by end of Junior year)
F. Capstone: RS 490 Senior Seminar

Requirements for the Minor in Religious Studies

The minor requires 20 units, 15 of which must be upper division.

Department of Sociology
School of Social Sciences and Education
Department Chair, Interim: Edwin H. Sasaki
Department Office: Dorothy Donahoe Hall, AA209
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Website: www.csub.edu/Sociology/
Faculty: D. Anderson-Facile, J. Armentor, D. Cervi, R. Dugan, M. Jha, A. Kebede, V. Kohli, E. Molina-Jackson, G. Santos, D. Willits

Program Description
The program in Sociology administers two degrees, a Bachelor of Arts and a Master of Arts.

The Sociology program faculty stresses a close working relationship with students and strongly encourages students to take full advantage of the many opportunities the Department provides for collaborative research with faculty, student internships, and other direct collaboration of professional skills. The department's program learning goals and objectives can be found at the department's website.

Mission Statement
Our goal is to advance students' intellectual preparation in macro and micro sociological concepts through rigorous, substantive, theoretical, and methodological coursework. The program provides opportunities for praxis oriented internships, and on-going and continuous engagement with the program faculty's teaching and research activities. Our graduates will have the personal and scholarly skills needed to face the challenges associated with social change, diversity of persons and ideas, and an evolving global economy.

Requirements for the Bachelor of Arts Degree with a Major in Sociology
The Bachelor of Arts Degree with a major in Sociology requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Upper Division Writing, and Foreign Language. To fulfill the requirements for the major in sociology, the student must complete courses acceptable to the Department, including at least nine at the upper-division level. Typical course patterns for graduation can be found on the department Web Site.

Requirements for the Bachelor of Arts Degree in Sociology

Total Units Required to Graduate		**180 units**
Major Requirements		**61 units**
Lower Division	10	
Core Curriculum	51	
Minor Requirement		**20 units**
Other University Requirements		**62-97 units**
CSUB 101	2	
American Institutions	5-10*	
Area A	15	
Area B	15	
Area C	15	
Area D	5-15*	
Theme 1	5	
Theme 2	0-5*	
Theme 3	0-5*	
GRE	0-5*	
GWAR (Exam) or Class	0-5*	

*may be satisfied in major, minor or other university requirement

Additional Units	**0-37 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Discipline-Based Requirements Bachelor of Arts in Sociology
The Bachelor of Arts in Sociology emphasizes the systematic study of human behavior in social groups. It focuses on how people coordinate their activities to achieve both individual and collective goals. Sociology is different from the other social and behavioral sciences in two important ways. First, it places primary importance on the social group within the larger society. Second, it seeks to explain the broad range of human behavior as it is influenced by the social context. Thus, sociology studies the major issues of our times and seeks to understand their complexity and predict their future. It investigates how patterns of social activity originate, what sustains them, why they take one form rather than another, and how they change. Depending on the particular interest of the student, an appropriate minor area of study is selected in consultation with the student's advisor. In lieu of the traditional minor, the Department also offers a concentration in either Ethnic Studies or in Urban Studies and Planning. Career opportunities for sociology majors include a variety of agencies at the federal, state, and municipal levels, as well as with both private non-profit and private for-profit organizations.

Lower Division Requirements

1. SOC 100 (or equivalent course), MATH 140 (or equivalent elementary statistics course)

Major Requirements

1. SOC 300

Prerequisite

   a. MATH 140 (or equivalent elementary statistics course)

2. One (1) of the following, with approval of faculty advisor (each requires satisfactory completion of SOC 300, passing grade of C- or higher required): SOC 400, 434, 451, 452, 453, 454
3. SOC 301 and 302
4. One (1) of the following: SOC 327 or 440
5. Four (4) additional courses in Sociology (with approval of faculty advisor), at least three (3) of which must be upper division
6. SOC 490
7. A minor or concentration is required (selected from one of the following four options):
   a. A minor consisting of at least 20-quarter units within a major program designed by another discipline
   b. A concentration in either Ethnic Studies or Urban Studies and Planning
   c. A special minor
   d. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors")

Requirements for the Bachelor of Arts Degree in Sociology with a Concentration in Human Services

Total Units Required to Graduate		**180 units**
Major Requirements		**81 units**
Lower Division	10	
Core Curriculum	71	
Other University Requirements		**72-82 units**
CSUB 101	2	
American Institutions	5-10	
Area A	15	
Area B	10	
Area C	15	
Area D	10	
Theme 1	5	
Theme 2	5	
Theme 3	0	
GRE	0	
GWAR (Exam) or Class	0-5*	

*may be satisfied in major or other university requirement

Additional Units **17-27 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.

Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Lower Division Requirements

Prerequisite

1. Sociological Theory and Research Methods: SOC 300
2. Theories of Sociology: SOC 301, 302
3. One course from the following list: SOC 400, 434, 452, or 453
4. Human Services Philosophy and Implementation in addressing Social Problems: SOC 322
5. Oral Communication and Clinical Skills; Human Service Constructs "Family," "Neighborhood," and "Community." Two courses from the following list: BEHS 311, SOC 364, 366, 464, 467

Core Courses: Social Inequality (10 units)

6. Focus on Social Inequality. Two courses from the following list: SOC 327, 370, or 440

Core Courses: Senior Seminar and Internship (11 units)

7. SOC 490 and 496*
8. **Social Issues in American Society** (15 units) Three courses are to be selected in consultation with the faculty advisor to provide additional "depth" or greater "breadth" in subject matter content areas associated with Human Services: CAFS 320, 360, CRJU 325, 340, 345, 378, 380, PSYC 310, 315, 341, 418, SOC 326, 466

Requirements for the Bachelor of Arts Degree in Sociology with a Concentration in Ethnic Studies

Lower Division Requirements

1. SOC 100 (or equivalent course), MATH 140 (or equivalent elementary statistics course)

Major Requirements

2. SOC 300

Prerequisite

   a. MATH 140 (or equivalent elementary statistics course)

3. One (1) of the following, with approval of student's faculty advisor (each require satisfactory completion of SOC 300, passing grade of C- or higher required): SOC 400, 434, 451, 452, 453, 454
4. All of the following: SOC 327, 301, 302, 440 and 490
5. Any three (3) courses chosen from the following: SOC 335, 336, 337, 338
6. Any four (4) courses (20 units) from the following: Fifteen (15) units of which must be upper division; and no more than ten (10) units may come from any one department: ANTH 250, 330, 350, 351, BEHS 321, ENGL 207, 364, 370, HIST 466, 468, PLSI 315, 329, SOC 328, 339, 352, 439, SPAN 424*, 426*, 427, 428*

*Requires competency in Spanish.

Requirements for the Bachelor of Arts Degree in Sociology with a Concentration in Urban Studies and Planning

Lower Division Requirements

1. SOC 100 (or equivalent course), MATH 140 (or equivalent elementary statistics course)

Major Requirements

1. SOC 300

Prerequisite

   a. MATH 140 (or equivalent elementary statistics course)

2. One (1) of the following, with approval of faculty advisor (each require satisfactory completion of SOC 300, passing grade of C- or higher required): SOC 400, 434, 451, 452, 453, 454
3. All of the following: SOC 301, 302 and 367
4. Two (2) of the following: SOC 352, 451, 467
5. One (1) of the following: SOC 327 or 440
6. SOC 490 and 496
7. Any four (4) classes from the following list, with no more than two from the same discipline: ANTH 415, 473, BEHS 321, 331, ECON 370, 395, 435, 480, 495, GEOL 205, HIST 373, 450, PLSI 319, PPA 340, 479, SOC 323

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 Chair of the Sociology Department. An independent study course cannot be used to satisfy the minor, without prior written permission from the Department Chair.

Department of Music and Theatre
School of Arts and Humanities
Department Chair: Mandy Rees
Department Office: Music Building, 102
Telephone: (661) 654-3093
email: kmendenhall_gregory@csub.edu
Website: www.csub.edu/theatre/
Faculty: M.T. Becerra, C. Eicher, K. Kruszka, M. McMasters, M. Rees, Z. Saba
Emerita: A. DuPratt

Program Description
The Bachelor of Arts with a major in Theatre offers comprehensive training in performance, technical theatre and design, and theatre studies, all intended to prepare students for careers in professional theatre, teaching, or related fields. The requirements are flexible enough to allow each student to specialize or generalize as appropriate, and the production program offers each student extensive opportunities to participate as an actor or crew member in a variety of situations.

Any undergraduate accepted into the University may undertake this major. Continuance is contingent upon satisfactory progress in all coursework, both in and out of the major.

Most opportunities are open to all CSUB students regardless of their declared major. In addition to courses that will satisfy General Education or Liberal Studies requirements, the department offers the following curricula: BA in Theatre Arts, Minor in Theatre, Minor in Theatre Technology, and a Minor in Theatre for Youth.

Mission Statement
The goal of the Theatre Department at California State University, Bakersfield is to develop the skills, craft, knowledge and imagination of its students within a liberal arts context. This broad preparation at the undergraduate level develops a foundation for any theatre specialization. Our aim is to help our students acquire the skills necessary to succeed in their future pursuits. The curriculum includes courses in performance, design/technology, dramatic literature/theatre history, Theatre for Youth, directing and playwriting. An integral part of a student's training is regular participation in our season of theatrical productions. As on-campus performances are open to the public and touring performances reach thousands of local school children each year, enhancing the quality of life of the community is also a very important part of the Theatre Department's mission.

Program Goals
1. To prepare students for career opportunities in theatre and related fields.
2. To develop skills in cooperation, communication, and collaboration through the theatrical process.
3. To develop critical thinking and writing skills through the study of theatre's contribution to civilization.
4. To prepare students to work independently in a disciplined and productive manner.

Requirements for the Bachelor of Arts Degree in Theatre

Total Units Required to Graduate		**180 units**
Major Requirements		**70 units**
Core Curriculum	35	
Electives	20	
Theatre Company	5	
Productions	6	
Senior Project	4	
Minor Requirement		**20 units**
Other University Requirements		**72-87 units**
CSUB 101	2	
American Institutions	5-10*	
Area A	10*	
Area B	15	
Area C	15	
Area D	15	
Theme 1	5	
Theme 2	0*	
Theme 3	5	
GRE	0-5*	
GWAR (Exam) or Class	0-5*	

*may be satisfied in major, minor or other university requirement

Additional Units	**3-18 units**

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the Major in Theatre
1. Core curriculum: THTR 221, 232, 241, 251, 371, 372 and 385.
2. Four additional five-quarter-unit courses in Theatre, at least two of which must be upper division, selected with the approval of the faculty advisor. **Note:** 100 level courses may not be used to satisfy this requirement.
3. Six production courses; the production courses are THTR 200, 201, 202, 203, 206, 207, 400, 401, 402, 403, 406, 407. Production courses can be repeated for credit. Of the six, (i) four must be taken for upper-division credit, (ii) two must be selected from THTR 202 and 402, and (iii) two must be selected from THTR 203 and 403 or one from THTR 203 and 403 and one from THTR 200 and 400. Each student must complete at least two production courses during each year in residence.
4. THTR 195, 295, 395 or 495, depending on the student's class level. These courses can be repeated for credit. Each student must complete at least five of these courses.
5. THTR 491 and 492.

6. One of the following options:
   a. A special minor.
   b. A minor consisting of at least 20-quarter units designated by another discipline.
   c. One of the interdisciplinary concentrations or minors.

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: THTR 241 and 251; two courses chosen from THTR 351, 352, 353 and 354; and four units chosen from THTR 200, 202, 203, 400, 402 or 403.

Minor in Theatre for Youth (22 units)
The Theatre for Youth Minor is designed for the general student who is interested in working with children in a theatrical situation. Anyone pursuing a career in parks and recreation or in youth group related activities would find the minor beneficial. These courses could also satisfy the concentration requirement for the Liberal Studies major: THTR 232, 305, 307, 405 and 206/406

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 BA degree with a major in English. However, such students are strongly urged to complete, in addition, the BA degree with a major in Theatre.

Division of Graduate Programs
AVP Academic Programs: Vacant
Office: Education Building, 242
Telephone: (661) 654-3420
email: vkohli@csub.edu
Website: www.csub.edu/academicprograms
Graduate%20Studies/

California State University, Bakersfield (CSUB), as part of the 23-campus California State University system, is committed to the development of quality graduate programs to meet important student and regional needs. These graduate programs may culminate in a master's degree, an advanced teaching credential, a special post-baccalaureate certificate, or a post-master's certificate. Through its program review process, CSUB systematically assesses all graduate programs to ensure high quality standards. California State University, Bakersfield is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Ave., Suite 100, Alameda, CA. 94501, (510) 748-9001. In addition, many of the individual graduate programs have been accredited by their respective accrediting associations:

- The Master of Business Administration (MBA) is accredited by the American Assembly of Collegiate Schools of Business (AACSB).
- The Master of Public Administration (MPA) is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).
- The Master of Social Work is accredited by the Council on Social Work Education (CSWE).
- The Master of Arts in Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), and all education credential programs are certified by the California Commission on Teacher Credentialing (CCTC).

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

Students must formally apply for admission to a graduate program and must be formally admitted to the graduate program prior to beginning a plan of study to complete the requirements for the master's degree. Admission as a post-baccalaureate student to CSUB does not constitute admission to a graduate program. Students wishing to receive information about any of the graduate programs should contact the respective graduate program coordinator, or the Office of Academic Programs.

USING EMAIL AS OFFICIAL STUDENT COMMUNICATION

Policy Statement
California State University, Bakersfield (CSUB) will send communications to *students* by email. CSUB provides students with an email account upon the student's *enrollment* to the institution. This account is free of charge and remains active one calendar year following the last enrolled term.

A university-assigned student email account is the official means of *university communication* with all students. Students are responsible for reading all information sent to them via their university email account. If a student chooses to forward his or her university email account, he or she is responsible for all information, including attachments, sent to any other email account.

Reason for Policy
Email is the primary method of communication between the university and students. Upon enrollment, students are informed about their university email account, and that students are responsible for the emailed information. It is imperative that students understand that information will be communicated to them via their university email account while they are enrolled.

Definitions (As related to this policy)
University Communication
Any communication from the university related to a student's enrollment, financial responsibilities, participation in athletics or student activities, and compliance with University policies and procedures, including the Student
Standards of Conduct.

Student
Any student currently *enrolled* or *eligible to enroll* as an undergraduate and/or graduate student (Student status starts upon enrollment and is defined by unit load).

Enrolled
Any student that carries a unit load for an academic term.

Eligible to Enroll
Any student that meets the requirements to enroll in current and subsequent terms.

Student Responsibility
CSUB recommends that students check their email accounts daily. If a student chooses to forward his or her university email account, he or she is responsible for all information, including attachments, sent to any other email account. Students are responsible for reading, in a timely fashion, university communications sent to their university email account.

Failure to read university communications may result in missing payment deadlines, scholarship opportunities and deadlines, registration deadlines, course related information, immunization requirements, opportunities for financial aid, requirements and deadlines for graduation, etc.

Email shall not be the sole method for notification where another method of communication is required by law.

Effective Date
December 2014

Last Update
December 18, 2014

Responsible University Officer
Registrar

Policy Owner
Registrar, Office of Admissions and Records

ADMISSION REQUIREMENTS

Each graduate program establishes its own specific requirements and standards for admission. Students must contact the appropriate graduate program coordinator for these program-specific requirements and standards.
As a general guide, students applying for admission to a graduate program must meet the following **minimum requirements:**

1. Baccalaureate degree from a four-year college or university accredited by a regional accrediting association or completion of equivalent academic preparation as determined by the graduate program coordinator in consultation with the AVP for Academic Programs.
2. Overall 2.50 GPA (A=4.00) in the last 90 quarter units (60 semester units) or last two (2) years of college or university course work. Each graduate program may require a higher GPA and/or specific prerequisite courses.
3. Be in good academic standing at the last college or university attended.

Many graduate programs also require the Graduate Record Examination (GRE)-general test and/or the discipline-specific subject matter test-and/or the Miller's Analogy Test (MAT). Students must consult with the appropriate graduate program coordinator for specific test requirements.

In addition to meeting the above minimum requirements for admission to a master's degree program, applicants whose preparatory education is principally in a language other than English must have a TOEFL score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL exam). Documentation must be provided in original form by the testing institution; copies submitted by the applicant are not acceptable.

Admission by Special Action
An applicant who does not qualify for admission to the University as specified above may be admitted as a post-baccalaureate student by special action. Such action will be based on the review of acceptable evidence provided by the applicant to the AVP for Academic Programs or other appropriate campus authorities. Admission by special action will be based upon evidence that clearly supports the applicant's knowledge, skills, and abilities to perform at a level to achieve his/her educational objectives.

ADMISSION AND APPLICATIONS

General Application Procedures
Students wishing to pursue graduate studies culminating in a master's degree must formally file an application for admission to the specific master's degree program as well as filing an application for admission to the University as a post-baccalaureate student. Students are encouraged to contact the Office of the AVP for Academic Programs or the appropriate graduate program coordinator to discuss admission requirements prior to sending in any materials. Admission to the University as a post-baccalaureate student does not constitute admission to a graduate program. In addition, admission to one graduate program does not automatically qualify the student for admission to another graduate program. The student must apply for formal admission to each specific graduate program.

Students wishing to pursue an advanced credential or a post-baccalaureate certificate should contact the Credentials Office or Office of the Dean, School of Education, concerning any of the advanced credential programs. Similarly, students interested in a post-baccalaureate certificate program should contact the appropriate office responsible for each certificate program to obtain specific information on any prerequisite requirements and/or supplementary materials, which may be required for admission.

Currently Enrolled CSUB Undergraduate Students
Students who are completing their undergraduate major at CSUB and wish to apply for a master's degree program at CSUB are required to submit applications for admission as specified above. Specifically, students must (i) submit an application for admission to the masters' degree program, (ii) submit an application for admission to the University, and (iii) pay the nonrefundable application fee.

Graduate-level courses which are taken by undergraduate students during the quarter in which their baccalaureate degree is earned and which are not needed to fulfill any requirements for their baccalaureate degree may be recorded as *provisional post-baccalaureate credit*. In addition, undergraduate students working on a teaching credential may record selected credential courses that are completed during the last three consecutive quarters prior to the award of their baccalaureate degree and are not needed to fulfill any baccalaureate

requirements may be recorded as provisional post-baccalaureate credit. However, request for this provisional post-baccalaureate credit must be made at the time the student files the Application for the Baccalaureate Degree; the request for provisional post-baccalaureate credit cannot be made retroactively. Students should consult with the appropriate graduate program coordinator or credential program coordinator if they plan to use provisional post-baccalaureate credit to meet any of the requirements for the master's degree or for a teaching credential, respectively.

Visiting Graduate Students
Students who are enrolled as a graduate student at another campus may be allowed to take CSUB courses. Prior approval must be obtained from the appropriate graduate program coordinators at the student's "home campus" and at CSUB, in consultation with the AVP for Academic Programs. The student must be formally admitted to an authorized graduate program at the student's "home campus;" have completed at least one academic term at the student's "home campus" as a matriculated student and will be enrolled concurrently in such status; and, be in good standing at the "home campus" and at any subsequent college or university attended.

Graduate programs at CSUB may require the visiting student to submit additional information for consideration of admission. Admission may be for a specified period of time or purpose to be determined by the graduate program coordinator at CSUB, in consultation with the AVP Academic Programs.

International (Foreign) Students
All graduate program applicants, regardless of citizenship, whose preparatory education was principally in a language other than English must demonstrate competence in English, both in spoken and written forms. The minimum score on the Test of English as a Foreign Language (TOEFL) required for admission is 550. Documentation must be provided in original form by the testing institution; copies submitted by the applicant are not acceptable. Exceptions to the 550 minimum score may be granted by the AVP Academic Programs or other appropriate campus authorities when there is convincing evidence that the applicant's competence in English is at a level which will allow satisfactory participation in and benefit from graduate study at CSUB.

The Intensive English Language Center (IELC) offers a language immersion program into American English. The noncredit program offers daily instruction in reading/vocabulary, writing/grammar, and listening/speaking. TOEFL preparation is available (see IELC, page 90).

All international applicants must submit two (2) official copies of transcripts from all colleges/universities attended with proof of award of the baccalaureate degree when sending their applications for admission to the University and the graduate program. If students have completed previous graduate course work in the United States or a foreign country, the evaluation for the transfer of any course credit will be done by the respective graduate program coordinator. For additional details, consult also the section "Application Procedures" on pages 22, 193.

All international students must, upon their arrival at CSUB, present themselves to the Associate Director to Admissions and Records with their passport and visa. Each student should then contact the AVP Academic Programs and the appropriate graduate program coordinator to review and verify the records in his/her applicant file and to discuss the development of a Plan of Study for the completion of requirements for the master's degree.

Each international student must enroll in 10 or more quarter units of courses applicable to his/her graduate program to comply with immigration laws. Students who wish to enroll through the Extended University must have formal permission from the Associate Vice President for Admissions and Records.

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

Immigration Requirements for Licensure
The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193), also known as the Welfare Reform Act, includes provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure.

GRADUATE AND POST-BACCALAUREATE STUDENT STANDINGS

Graduate Student Standing–Classified
A student may be formally admitted to a graduate program in this category (or advanced to this category from "Graduate

Conditionally Classified") if the student fulfills all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the graduate program. Graduate classified standing is generally required for enrollment in 600-level course work.

Graduate Student Standing Conditionally–Classified
A student, who is deficient in one or more of the requirements for Graduate Classified Standing, may be admitted to a graduate program as a Conditionally Classified graduate student. For this Conditionally Classified Standing, the graduate program coordinator, uses his/her judgment to determine if the student can remedy those deficiencies by completing appropriate course work and/or qualifying examinations at a satisfactory level and within specified time limits. Conditionally Classified graduate students are generally not allowed to enroll in 600-level course work.

Post Baccalaureate Student Standings
Admission to the University as a post-baccalaureate student does not constitute admission to any graduate degree program.

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

Non-Active Student Standing
A graduate student or post-baccalaureate student who has been absent from his/her respective program for more than two (2) consecutive quarters without an approved Planned Educational Leave, or without Continuous Enrollment status (see Applicable Catalog for Graduation Requirements page, 56) will be reclassified as a non-active student status. All students who have been reclassified to a non-active student status must reapply to the University and to the respective graduate program and pay all relevant fees.

ACADEMIC ISSUES FOR GRADUATE AND POST-BACCALAUREATE STUDENTS

Academic Advising
All formally admitted graduate students in Master's programs will work closely with the graduate program coordinator, an assigned faculty advisor in the development of a Plan of Study. The Plan of Study will specify the courses that each student will complete to fulfill the requirements of the master's degree program. If necessary, the Plan of Study will also specify appropriate course work and/or qualifying examinations needed to remedy any deficiencies in prerequisite preparation. All advancements in graduate standing will be based upon satisfactory progress through the Plan of Study.

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

Academic Course Load
The normal academic course load for graduate and post-baccalaureate students is 8-16 units per academic term. Eight (8) quarter units of graduate course work per academic term are considered the minimum unit load for full-time graduate or post-baccalaureate status. The maximum unit load for graduate and post-baccalaureate students is 19 quarter units. It is strongly recommended that all graduate and post-baccalaureate students assess carefully their personal and professional circumstances and discuss their circumstances regularly with their respective graduate program coordinator, credential program coordinator, faculty advisor, or the AVP for Academic Programs.

Planned Educational Leave
Students who have been formally admitted to a master's degree program and who are making satisfactory progress in the completion of their Plan of Study may request a planned educational leave of absence for periods of up to two (2) years and still maintain continuing student status. Post-baccalaureate classified students satisfactorily progressing in the completion of the requirements for an advanced credential or a post-baccalaureate certificate may also qualify for a planned educational leave for the same duration. The appropriate graduate program coordinator or credential program coordinator and the AVP for Academic Programs must formally approve all educational leaves of absence of graduate students or post-baccalaureate classified students.

Unauthorized Leave of Absence
A former student returning to the University after an absence of more than two (2) consecutive quarters must submit an application for admission to the master's degree program, submit an application for admission to the University, and pay the nonrefundable application fee. Graduate-level courses that the student completed prior to "stopping-out" will be reassessed by the graduate program coordinator as to their application to the new plan of study being proposed to meet the requirements in the master's degree program. Previous course work will not automatically be accepted for credit in the graduate program. In some cases, additional supporting documentation, including qualifying examinations, may be required.

Change of Address or Name
All graduate and post-baccalaureate students who have a change in address or name must report the change to Admission and Records by submitting the appropriate form with the new

name or address. All changes should also be reported to the appropriate graduate program coordinator, faculty advisor, and/or credential program coordinator.

Change of Educational Objective (Change of Graduate Program)
The acceptance of a student to graduate studies at the University is based upon the educational objective indicated on the application for admission. Students desiring a change in graduate objective to a program different from that indicated on the original application must reapply to the new program by completing a new Form B and all relevant application materials for the new program. The proposed new graduate program will review the application and notify the student and the Admissions and Records office of its decision. Students who are admitted to a new graduate program must then seek approval of their proposed program using the procedures of that program. Students seeking to change a concentration or track within the original master's degree program do not need to go through this process since such change is not a change of educational objective.

ACADEMIC PROBATION AND ACADEMIC DISQUALIFICATION

Students should be aware of the following regulations concerning academic probation and academic disqualification.

Academic Probation for Graduate Students
In general, a graduate student shall be subject to academic probation at the end of any academic term where the student's grade point average for all course work that is in the Plan of Study falls below a "B" (3.0) average. However, students admitted to a graduate program may be subject to academic probation when their performance is judged to be unsatisfactory with respect to the scholastic and/or professional standards established by the individual graduate program. This judgment of performance will be based upon a review by the graduate program coordinator and the AVP for Academic Programs. All graduate students are encouraged to consult with their respective graduate program coordinators regarding acceptable scholastic and/or professional standards established by the graduate program.

Academic Disqualification for Graduate Students
A graduate student shall be subject to academic disqualification if, while on academic probation, the student fails to satisfy the conditions of probation and attain a 3.00 GPA. Academic disqualification will be based upon the review and recommendation by the graduate program coordinator, the approval of the appropriate academic dean, and the approval of the AVP for Academic Programs.

Academic Probation for Post-Baccalaureate Students
A post-baccalaureate classified student shall be subject to academic probation at the end of any academic term where the student's grade point average for all course work attempted at CSUB, subsequent to admission as a post-baccalaureate student, falls below 2.50 GPA. (Students enrolled in a second baccalaureate degree program are governed by the academic standards for undergraduate students.)

Academic Disqualification for Post-Baccalaureate Students
A post-baccalaureate classified student shall be subject to academic disqualification if, while on academic probation, the student fails to earn sufficient grade points necessary to be removed from scholastic probation status and attain a 2.50 GPA. Academic disqualification for post-baccalaureate classified students will be based upon review by the appropriate credential program coordinator or faculty advisor and the approval of the academic dean.

Petition for Readmission by Graduate and Post-Baccalaureate Students on Academic Disqualification
Graduate students who have been placed on academic disqualification status may be readmitted through formal written petition addressed to the graduate program coordinator, academic dean, and AVP Academic Programs. Post-baccalaureate classified students who have been placed on academic disqualification status may be readmitted through formal written petition addressed to the appropriate credential program coordinator or department chair and academic dean responsible for the advanced credential program or post-baccalaureate certificate program.

Repeat of Course with Forgiveness
Classified graduate or classified post-baccalaureate students may be permitted to repeat up to 5 units of coursework that was taken at CSUB for graduate credit and in the student's Plan of Study for a master's degree or a post-baccalaureate credential, provided that (i) the grade replacement(s) are needed to bring the GPA up to 3.00, (ii) the student has advanced to candidacy, and (iii) the only course outstanding is the culminating experience course. The student must submit a petition, with signed approval of the graduate program coordinator, to the AVP for Academic Programs. Approved petitions will be forwarded to Admissions and Records for formal notation on the student's transcript. Although both grades will remain on the transcript, only the new grade will be used in computing the student's graduate GPA.

However, all grades will be considered in computing the post-baccalaureate GPA.

Appeals and Grievances
A graduate student who experiences difficulties arising from course evaluation, judgment of performance, master's degree requirements, advancement to candidacy, general regulations, and/or other grievance situations should discuss the issues first with the graduate program coordinator. If the student wishes to challenge any decision, the student must appeal to, in sequential order, the appropriate program coordinator, the academic dean, and, finally, the AVP for Academic Programs.

GENERAL REQUIREMENTS FOR THE MASTER'S DEGREE

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

Specified Plan of Study

Each graduate student, in consultation with the graduate program coordinator will complete a Plan of Study appropriate for the master's degree and the student's academic and/or professional goals. This Plan of Study should be completed at the time the student achieves Graduate Classified Standing (normally, at the time of admission to the program). The graduate program coordinator will certify officially the completion of the student's Plan of Study at the time of application for graduation.

Credit Unit Requirements

All of the master's degree programs at CSUB require a minimum of 45 quarter units, with some having a 90-quarter unit requirement. At least one-half of the units required for the master's degree shall be in courses organized specifically for graduate students (500- and 600-level courses). Regardless of the total unit requirements, only 13.5 quarter units (9 semester units) may be "nonresident" units. No more than 9 quarter units shall be awarded for a thesis or project. Each graduate student should discuss with the graduate program coordinator of his/her respective master's degree program regarding the details of the credit unit requirements.

Advancement to Graduate Candidacy

Classified graduate students may be advanced to candidacy upon completion of a significant portion of the Plan of Study approved by the graduate program, normally when the student is qualified to begin his/her culminating experience. The student's advancement to candidacy is based upon a formal review and recommendation by the graduate program coordinator and the approval of the AVP Academic Programs.

Review of Research for Master's Theses and Projects

Graduate students and post-baccalaureate credential students conducting research involving information from human subjects either through direct measurement of behavior or from secondary sources (existing databases) must have their research protocol reviewed and approved by the CSUB Institutional Review Board for Human Subjects Research (IRB/HSR). Graduate students (including post-baccalaureate credential students, when applicable) conducting research with non-human animals or using non-human animals in laboratory demonstrations or classroom activities must have their research protocol or educational protocol reviewed and approved by the CSUB Institutional Animal Care and Use Committee (IACUC). Submission deadlines are available at http://www.csub.edu/grasp/irbhsr.

Culminating Experience Requirement

All graduate students must satisfactorily complete a culminating experience (thesis, project, or comprehensive examination) to qualify for the master's degree. The specific type of experience will depend upon the requirements of each master's degree program. Satisfactory completion of a culminating experience will be in compliance with California Code of Regulations, Title 5, Division 5, Chapter 1, Subchapter 2, Article 7, (b), (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. All master's theses must be formally filed electronically with the CSUB Library. The format of all master's theses must meet the technical requirements established by the university. Students should consult the Office of the Associate Vice President for Academic Programs for these technical requirements http://www.csub.edu/GradStudies/.
B. A project is a significant undertaking appropriate to the professional fields as well as to fine and applied arts. It demonstrates originality and independent thinking, appropriate form and organization, and an academic rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and conclusion or recommendation(s). An oral defense of the project may be required. Projects may or may not be submitted to the CSUB Library, depending upon program requirements. Students should consult with their program coordinator for any binding requirements, which may not involve professional binding.
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 by the respective graduate program.

Graduate students must be at Graduate Classified level prior to enrolling in the required culminating experience course for the respective graduate program. Some graduate programs may require Graduate Candidacy status prior to enrollment in the required culminating experience. Certification for the

completion of the culminating experience must be provided to the Evaluations Office and the Office of the AVP for Academic Programs, prior to graduation and the award of the master's degree.

Academic Performance Requirement
All graduate students must maintain a grade point average of 3.0, or grade of "B," or better in all courses taken to satisfy the requirements for the degree as specified in each student's Plan of Study. A course in which no letter grade is assigned shall not be used in computing the grade point average. Graduate programs will not allow any course with a grade lower than "C" (2.0) to count in the Plan of Study and some graduate programs do not allow any course with a grade lower than "B" (3.0). However, for graduation, the GPA in the Graduate Plan of Study must be 3.0 or better.

Graduation Writing Assessment Requirement
All graduate and post-baccalaureate students must satisfy the Graduation Writing Assessment Requirement (GWAR) as soon as possible in their graduate study, unless they have already done so. Individual graduate programs have the option of stating when this requirement must be met. Graduate students who have not met this requirement may do so by passing the regularly scheduled examination (offered once a quarter) or by earning a "C" or better in one of the approved GWAR courses. Note that GWAR courses generally have additional course prerequisites (see course descriptions for details).

The following students will be exempt from the GWAR:
1. Students who graduated from a CSU or UC since 1980;
2. Students who took one of these tests and earned the indicated score (provided the test(s) were taken since 1980):
   GMAT 4.5 or higher on the writing portion of the GMAT
   CBEST 41 or higher on the writing portion of the CBEST
   GRE 4.5 or higher on the analytic writing portion of the GRE General Test;
3. Students who have one or more articles published as first author in a refereed professional journal may be exempt. Students seeking the exemption must submit their work for review to the chair of the university-wide GWAR committee.
4. Students who already have an MA or MS in any discipline that included a master's thesis or project may be exempt. Students seeking such exemption must submit their thesis or project for review to the chair of the university-wide GWAR committee.

In the last two situations, waiver requests and supporting documents will be reviewed, and you will receive a decision in approximately two weeks.

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

If the student is unable to complete all graduate program requirements (generally course work) within the time limits specified by the master's degree program, the student may formally petition the graduate program coordinator for an extension of the time limit or for the substitution of other appropriate course work. The graduate coordinator must then send the petition with her/his recommendation to the AVP for Academic Programs for approval.

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

A maximum of 13.5 quarter units (9 semester units) from another college or university or from the Extended University may be accepted toward a master's degree program, and all such units must satisfy the time limit requirements specified by the graduate program.

Credit, No Credit Grading for Graduate Courses
A graduate student admitted to a master's degree program with a 45-quarter unit requirement may complete a maximum of 10 quarter units of course work on a **non-optional** credit, no-credit-grading basis. A graduate student in a master's degree program with a 90-quarter unit requirement may complete a maximum of 20 quarter units of course work on a **non-optional** credit, no-credit-grading basis.

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

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

Continuous Enrollment for Graduate Candidacy Standing
Graduate students who have been advanced to candidacy but have not completed the culminating experience (thesis, project, or comprehensive examination), may enroll in a special low-cost, 700-level, 0-unit course for the purpose of maintaining continuous enrollment at CSUB. The student will continue to register for this course each academic term until the culminating experience requirement for the master's degree is completed. Such students will then be allowed to use all university facilities, in particular the library.

Application for Graduation
Candidates for the master's degree must file an application for graduation with the Evaluations Office (SA 104, (661) 654-3036) no later than the end of the third week of instruction of the quarter before the quarter in which they expect to complete all degree requirements. However, students are urged to submit their Application for Master's Degree at least two full quarters before they plan to graduate because a reply to the application by the Evaluations Office may take six to eight weeks. By applying earlier, students will be more likely to be notified prior to the registration period for their last quarter of any deficiencies in graduation requirements and, thereby, be able to enroll in appropriate classes so that their graduation plans will not be disrupted.

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

SECOND MASTER'S DEGREE

A student who already holds a master's degree from CSUB or any other accredited institution but desires to become a candidate for a second master's degree in a different field is subject to the following regulations. Concentrations or tracks within a given Master's degree can be considered a second degree under special circumstances approved by the graduate program coordinator of the second degree and the AVP Academic Programs.

A. All admission requirements of the University and the degree program must be met. All general regulations listed in this Catalog apply to the second master's degree.
B. Enrollment and approval of the application for the second degree will be granted only after the first degree has been completed and awarded.
C. All requirements for the new degree must be completed as outlined in the current Catalog.
D. No more than nine (9) quarter units earned on the first degree may be applied to meet specific requirements of the second master's degree. The student will still be required to complete "new course work" to make up the units applied from the first master's degree (maximum of 9 units).
E. The program in which the second degree is earned shall be designated on the transcript and a second diploma awarded

FINANCIAL AID PROGRAMS FOR GRADUATE STUDENTS

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

CSU Graduate Equity Fellowships
State-funded awards are made to resident students with demonstrated financial needs who are admitted to a graduate degree program. Eligible students are from various disadvantaged groups and those with disabilities. Graduate equity fellowships may be awarded for six (6) consecutive academic terms as long as the student maintains satisfactory academic performance and progress to the completion of the requirements for the master's degree.

Federal Work-Study
This program provides a variety of positions on campus through which a student can earn money to pay for his/her educational expenses. The student can adjust the work schedule to conform to their class load. A student must qualify for financial aid to be placed in a work-study position.

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

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

Scholarships
Scholarships are awarded on the basis of merit and/or financial need, in addition to other criteria specified by the donor(s) of each scholarship. Graduate students should contact Financial Aid for details regarding graduate fellowships.

State University Grants
The California State University awards grants that cover a portion of the state university fees for eligible graduate students who are residents of the State of California. Graduate students should contact Financial Aid for details regarding State University Grants.

Student Assistantships
Student Assistant employment is available on campus and eligibility is not based on financial need.

Off-campus Employment
Off-campus employment opportunities are advertised in the Career Development Center located in the Runner Cafeteria/ Offices, phone (661) 664-3033.

Student Loans
Various long-term, low-interest student loans are available to eligible applicants. Graduate students should contact Financial Aid for details regarding Student Loans.

Other Available Assistance Programs
Other assistance programs such as Aid to Families and Dependent Children (AFDC), Food Stamps, Social Security and Veterans Benefits may also be available to eligible graduate students. Graduate students should contact local agency offices for information and assistance about these programs.

California Pre-Doctoral Scholars
The California State University makes competitively based awards to resident students who are admitted to a graduate degree program and who are qualified to continue their graduate studies at the doctoral level and to become eligible for a faculty position in a college or university. Eligible students are from various disadvantaged groups and those with disabilities. Pre-Doctoral Scholars will work closely with a faculty sponsor in developing an overall plan, which will lead ultimately to enrollment in a doctoral program. The award provides funds for travel to doctoral-granting institutions and professional meetings appropriate to the student's development, funds to cover costs of journal subscriptions and/or membership in appropriate professional associations, and an opportunity to participate in a summer research internship under the advisement of the faculty sponsor.

CSU Forgivable Loan/Doctoral Incentive Program
The CSU Forgivable Loan/Doctoral Incentive Program provides financial assistance to graduate students. It is a competitive program directed by the California State University, but open to doctoral students at accredited universities across the country. Through the Forgivable Loan/ Doctoral Incentive Program, CSU offers loans and faculty sponsorship to full-time students pursuing doctoral degrees who are interested in a teaching career at a CSU campus. Specifically, the program provides loans of up to $10,000 per year for a total of $30,000 within five years; 20 percent of which is forgiven for each year of full-time postdoctoral teaching at a CSU campus (10% each year for faculty teaching half time).

POST-BACCALAUREATE CERTIFICATE PROGRAMS

CSUB offers the following post-baccalaureate certificate programs, all of which involve a specific set of courses at the advanced level:

- Language Development Specialist Certificate (Education)
- Resource Specialist Certificate of Competence (Education)
- Certificate in Children's Literature (English)
- Certificate in TESOL, Teaching English to Speakers of Other Languages, (English)
- Certificate in Writing (English)
- Certificate in Hydrogeology (Geology)
- Certificate in Chicano Studies (Modern Languages and Literatures)
- Post Master's Nursing Certificate (Nursing)

Students wishing information about any of these post-baccalaureate certificate programs should contact the respective programs directly.

GRADUATE PROGRAMS

The AVP Academic Programs works closely with the academic Deans and the Graduate Council (comprised of graduate program coordinators) in reviewing, developing and monitoring the policies and procedures pertaining to graduate courses, programs and the progress of graduate students from application to graduation. The University offers the following graduate programs.

Program in Administration (MSA)
Extended University Division
Program Administration: Regional and Online Programs
Program Office: Business Development Center, Building C
Phone: (661) 654-2441
Fax: (661) 654-2447
email: eud@csub.edu
Website: www.csub.edu/msaonline/
Academic Program Coordinator: A. Grammy
Program Committee: C. Commuri, A. Grammy, D. Simmons
Program Faculty: C. Commuri, R. S. Daniels, R. Hewett, A. Grammy, D. Simmons, M. Woodman

MISSION STATEMENT

The Master of Science in Administration (MSA) is an outcomes-based, interdisciplinary program offered online to a national and international audience through the Extended University Division (EUD). The program requires completion of nine courses for a total of 45 quarter-units. The MSA program seeks to address access problems faced of working professionals by combining online delivery with curricular relevancy. The degree program is structured to combine attainment of general competencies highly valued in administrative professions with elective course work pertinent to specific careers. Foundation and core requirements build general competencies relating to written and interpersonal communication, quantitative decision-making, project evaluation, project management, program evaluation, and human resource management. Elective requirements can be met through a course pattern that achieves either breadth in administration or depth in an area of interest.

GOALS AND OBJECTIVES

1. Communicating Effectively

1.1. To be able to effectively write various types of technical documents, adapt rhetorical forms to technical communications, and provide constructive feedback regarding written communication in collaborative and leadership settings.

1.2. To be able to effectively exercise fundamental interpersonal communication skills, build and nurture interpersonal relationships, provide constructive feedback regarding interpersonal communication in leadership settings, and exercise teamwork skills.

2. Decision Planning and Support

2.1. To be able to formulate research questions and experimental designs, collect and analyze data, estimate models, and interpret statistical results to assist with decision support.

2.2. To be able to use benefit-cost analysis to evaluate projects, utilize spreadsheets to make benefit-cost calculations, and concisely report the assumptions and conclusions of a benefit-cost analysis.

2.3. To be able to identify a project, articulate its goals and objectives, plan all aspects of its execution, execute and control the project, close out the project, and devise appropriate follow-up activities.

2.4. To be able to evaluate validity, reliability and attainment of ethical/professional standards in various case studies of program evaluation and carry out an effective program evaluation exercise.

3. Leading and Managing Effectively

3.1. To be able to analyze strategic decisions of modern firms and to learn how market organization, corporate culture, and public policy impact organizational performance.

3.2. To be able to analyze legal and market forces that affect jobs, perform a job analysis, hire employees, supervise employees, identify initial training needs and methods, and separation of employees from organization.

3.3. To be able to assess strengths and weaknesses as a leader, inspire and motivate others toward a common purpose, and articulate a personal vision for organizational leadership.

4. Researching Independently and Presenting Effectively

4.1. To be able to initiate, conduct, and present an independent culmination project, which applies and further develops a subset of skills acquired in the program. To the extent possible, the culminating project can be a work-related project in order to add realism and further professional development.

5. Self-Assessment of Learning Outcomes

5.1. To be able to assess the achievement of learning outcomes in individual courses and to demonstrate the effects of acquired competencies on professional development.

5.2. To be able to compile course assignments into a portfolio of competencies to illustrate the knowledge and skills acquired from the program.

PROGRAM ADMINISTRATION

Program Committee

A faculty committee administers this interdisciplinary program. The Program Committee consists of at least three members from various departments offering courses in the program. The EUD Dean, in accordance with the Faculty Handbook, appoints the committee members. The Program Committee makes decisions regarding student admission and classification, curriculum development, catalog copy revision, course offering, and faculty assignment. The Academic Coordinator chairs the Program Committee and is the faculty liaison to the EUD and CSUB.

Advising

In consultation with the student, the Academic Coordinator either serves as the Advisor or designates an appropriate member of the program faculty to serve as the student's Advisor. The Advisor guides the student during graduate study and responds to any problems or concerns the student may have while in the program. The Advisor approves the student's academic plan for the elective requirement and culminating project proposal. He or she serves as the instructor of record for ADM 690 Capstone. Students have a responsibility to regularly communicate with their Advisor.

Culminating Project
Students must work with a culminating project committee of at least two faculty members to complete the project for ADM 690 Capstone. The committee is to include the Academic Coordinator. The student and Advisor recommend to the Academic Coordinator a second member of the culminating project committee after considering expertise required for the culminating project. The course must be completed with a grade of B (not B-) or better.

APPLICATION AND ADMISSION

Admission to the MSA program is distinct from admission to the university. The CSUB Admissions Office has the authority to admit students to the university. The MSA Academic Coordinator in consultation with the Program Committee has the authority to admit students to the degree program once they are admitted to the university. The Program Committee takes a holistic approach to student admission, basing decisions on potential for academic success and potential to make significant professional contributions. To be admitted to the MSA program, the student must: (1) have completed a bachelor's degree from an accredited college or university; (2) demonstrate writing skills by composing a detailed and elaborate Statement of Purpose in the application for admission; (3) have three letters of recommendation (at least one from a former instructor) about academic qualification and/or professional experience; and (4) achieved 3.0 GPA in all undergraduate course work. Students with a GPA less than 3.0 may be admitted conditionally if they have a GPA of at least 2.75 in their last 90 quarter units of undergraduate course work.

In order to apply to the CSUB and to the MSA program, submit a packet including the following to the Regional and Online Programs of the EUD:

1. An application for admission (available from the EUD)
2. A resume summarizing work experience
3. A written statement of personal goals and program objectives
4. Two official transcripts from each university or college previously attended
5. Three letters of reference including EUD forms

When the application packet is complete, the EUD will forward materials required for admission to the university to the Admissions Office and materials required for admission to the MSA program to the Academic Coordinator. The student will be notified regarding admission to the university and program approximately one-month after submitting said materials.

In addition to meeting the above requirements for admission, international students must take the TOEFL and have a score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL).
A maximum of 13.5 quarter units (9 semester units) completed at the post-baccalaureate level may be transferred into the degree program from other accredited universities. Upon the approval of the Academic Coordinator, students may transfer senior-level (400 level) courses to meet the elective requirements of the MSA program. These courses must be taken at the post-baccalaureate level and be related so as to create depth in an area of administration.

PROGRESSION THROUGH THE PROGRAM

Classified Standing
Students are admitted to the MSA program with Classified standing if they meet all the entrance requirements of the program. The entrance requirements are as follows:

1. Attainment of an undergraduate GPA of at least 3.0 (on a 4.0 scale) or post baccalaureate work completed prior to application to the program;
2. Three letters of recommendations and strong writing skills; and
3. Potential for academic and professional success, demonstrated holistically via the entire application packet.

Upon approval of the Academic Coordinator in consultation with the Program Committee, students not meeting all the program entrance requirements may be admitted to the program with ***Conditionally Classified Standing***. In these cases, the Academic Coordinator will develop criteria on a case-by-case basis that must be met for the student to advance to Classified Standing.

Requirements for the Master of Science in Administration

1. **Foundation:** Three courses (15 units)
   ADM 510, 511, 520
2. **Core Skills:** Three courses (15 units) selected from:
   ADM 514, 515, 516, 518, 525
3. **Culminating Experience:** One course (5 units)
   ADM 690
4. **Electives**: Minimum of two courses and 10 units
   Elective courses offered in M.S. in Administration program include: ADM 512, 524, 526, 527, 528, 625, 677

Graduation Requirements

1. Completion of a minimum of 45 quarter units of course work, of which 35 quarter units must be graduate (500 or 600 level).
2. Maintenance of a cumulative GPA of 3.0 or better in course work applied to MSA program.
3. Completion of each required and elective course with a grade of C (not C-) or better.
4. Completion of ADM 690 Capstone with a grade of B (not B-) or better.

Program in Anthropology
School of Social Sciences and Education
Program Coordinator: Robert M. Yohe, II
Graduate Coordinator: Robert M. Yohe, II
Graduate Office: Dorothy Donahoe Hall, CC206
Telephone: (661) 654-3457
email: ryohe@csub.edu
Website: www.csub.edu/anthropology/grad.htm
Faculty: R. M. Yohe, II
Emeritus Faculty: J. E. Granskog, P. Silverman, M. Q. Sutton

Program Description
The Master of Arts in Anthropology program is designed to provide graduate students with a thorough theoretical and methodological grounding in anthropology. This foundation is essential for attaining a basic non-judgmental understanding and appreciation of the diversity of humanity and human cultures, both past and present. Such understanding is a fundamental component for functioning effectively in our multicultural and multiethnic modern world.

The program is primarily geared toward the highly motivated student who plans to continue their graduate studies toward the Ph.D. in Anthropology, seeks career advancement in either private or public sectors, (e.g., human resource development, international business, historic preservation, cultural resource management, or work within various community organizations, as well as federal, state, and local governmental agencies), or who seeks to teach at the community college level. For that reason, the program offers three graduating options or "tracks": a Thesis Option, a Teaching Option, and a Special Project Option.

The program of study is enhanced by opportunities to work on campus as interns in the Southern San Joaquin Valley Information Center, as Teaching Assistants in the Department, and in various community organizations as well as within federal, state, and local government agencies via the Internship programs available.

Mission Statement
The Master in Arts in CSUB Anthropology program is designed to provide graduate students with a thorough theoretical and methodological grounding in general anthropology and its subfields, appropriate training in conducting research on significant anthropological issues, practical research experience in their chosen sub-discipline under the mentorship of faculty members, and otherwise prepare these individuals to function as professional anthropologists. This program is primarily geared toward the student who plans to continue her/his graduate studies towards the Ph.D. in Anthropology, seeks a career in or advancement in an existing career in either the private or public sectors (e.g., human resource development, international business, historic preservation, cultural resource management, or work within various community organizations, as well as federal, state and local governmental agencies) or who seeks to teach at the community college level. Since the career objectives of our students follow separate (though related) lines, our graduate program offers a Teaching Option and Special Project Option in addition to the traditional thesis track (our Thesis Option).

A major component of our mission is to instill in our graduate students intellectual competence in at least three of the four subfields of anthropology, providing them with a holistic grounding in anthropology that will serve them well in their future pursuits in the professional world. *This instruction will build upon the foundation established during the student's undergraduate training in anthropology*. To accomplish this mission, the program has set forth goals and objectives for student learning. A detailed description of student learning goals and objectives can be found at www.csub.edu/anthropology/grad.htm.

REQUIREMENTS FOR THE MASTER OF ARTS IN ANTHROPOLOGY

The MA in Anthropology program has common admission and continuation requirements for all graduate students in the program, but different requirements for course work, advancement to candidacy, and graduation, depending on the graduating option chosen by each student.

Requirements for Admission
Admission to the Master of Arts in Anthropology program requires that the following basic criteria be met:

1. Baccalaureate degree from an accredited college or university.
2. GPA of 2.5 overall and 3.0 in the major and 1400 combined score in the three areas on the GRE test, with no less than 450 in any one test area.
3. A satisfactory TOEFL score (a minimum of 550 or 213 on the new conversion scale) for International students.
4. In lieu of the minimum score requirements listed in 2 above, a student may petition the Graduate Program Coordinator for an exception.

Persons seeking admission to the Master of Arts in Anthropology program must complete two separate applications:

1. Apply to the Office of Admissions and Records for admission to the University; this application for general admission at the post-baccalaureate level will be processed by the university. Applications are available on line (www.csub.edu).
   a. Admission to post-baccalaureate study by the University does not constitute acceptance into the Anthropology MA Program. It does, however, permit students to take selected courses as unclassified post-baccalaureate students and to begin the process.

b. Upon admission to the University, students must immediately notify the Anthropology Graduate Coordinator of their intention to pursue the Anthropology MA degree. The Graduate Coordinator will familiarize the student with the requirements and timetable of the Anthropology MA program.

2. Apply to the department for admission as a graduate student for the Master of Arts in Anthropology. Applications are available on line (www.csub.edu/Anthropology/). The following materials must accompany the departmental application (Form A):
   a. Formal letter of intent, in which the student identifies which track option they commit to pursue.
   b. Three student recommendations (Form B).
   c. Example of writing ability (published paper, conference paper, term paper, etc.)
   d. Graduate Record Examination (GRE) test scores.
   e. Completed Graduation Writing Assessment Requirement (GWAR) or ENGL 310 or equivalent from another university.

Admission is for enrollment beginning in the Fall Quarter. Completed applications to the MA in Anthropology program are due by May 1. Completed applications to the University must be on file by that date, as well. The Anthropology Graduate Program Coordinator, with the advice of the faculty, will consider all completed applications received by May 1, and notify the candidate of her/his admission status before May 31. For any exception to the application deadline or enrollment quarter, you may petition the Anthropology Graduate Program Coordinator.

STUDENT CLASSIFICATIONS

Classified Standing
Students who meet the admissions requirements (above) will be admitted as Classified Graduate Students.

Conditionally Classified Standing
Applicants may be admitted as Conditionally Classified Graduate Student if, in the judgment of the graduate admissions committee, the applicant has potential for successful completion of all the "conditions" specified by the faculty for admission as a Classified Graduate Student and potential for successful completion of all the requirements for the graduate program. Upon satisfactory completion of all "conditions" and time limits specified by the faculty, the student's status will be administratively changed to Classified Graduate Student.

Advancement to Candidacy
Advancement to Candidacy requires the following:

1. Classified status.
2. Completion of 25-quarter units of graduate work at CSUB applied toward the MA in Anthropology, all of which are at the 500-level or above and with a GPA of 3.0 or better.
3. A Thesis Proposal approved by the Thesis Committee and filed with the Department; or a Project Proposal approved by the student's committee and filed with the Department; or an approved proposal for the Teaching Track Option.

Graduate Advisor
It is the student's responsibility, in consultation with the appropriate faculty members, to choose a graduate advisor, choose an MA track option or fields of study, and organize a thesis or examination committee leading to Advancement to Candidacy.

Academic Advising
Until an advisor is selected, the Graduate Program Coordinator will serve as interim advisor. Upon admission, however, the student should select an advisor as soon as possible. Failure to select an advisor may result in the Graduate Program Coordinator assigning the student an advisor.

Transfer of Credit
A student may transfer up to 13.5 quarter units of credit (9 semester units) from another school. A student may apply, with the approval of his/her graduate advisor, up to 10-quarter units of credit taken at CSUB while an Unclassified Post-Baccalaureate Student.

Continuation
Continuation in the program is dependent upon the following:

1. The maintenance of a GPA of 3.0 or higher for all graduate work at CSUB.
2. Achieving no grade less than a "C" (2.0) in any course applied to the MA in Anthropology, and no more than one course with a grade of "C" (2.0) will be accepted toward the MA in Anthropology.
3. Continuous enrollment (being registered for credit-bearing study for three out of four consecutive academic quarters). Students who have not completed all requirements for the thesis must register every quarter.
4. Students failing to meet these stipulations may be dropped from the program. To re-enter, a student will be required to apply for readmission to the program.
5. Prior to completion of 20 units, a student must complete the following:
   a. Select an advisor, form a committee (of at least three faculty members), and file the completed and approved "Declaration of Committee" form (www.csub.edu/Anthropology/) with the Department.
   b. File an approved "Requirements and Plan of Study" (www.csub.edu/Anthropology) with the Department.
6. Graduate students who have completed all required coursework for their master's degree, but still need additional time to complete their thesis may maintain "continuous enrollment" by registering for ANTH 700 through Extended University.

Graduation

Only Classified students who have met the following requirements are eligible for graduation:

1. Completion of the requirements listed in the Plan of Study.
2. GPA of 3.0 or better in graduate work at CSUB applied toward the MA in Anthropology. No more than one course with a grade of "C" (2.0) will be accepted toward the MA in Anthropology.
3. Completion of all culminating experience requirements as stipulated under the Thesis or Non-Thesis options, below.
4. All requirements for the MA in Anthropology must be completed before the student may participate in graduation ceremonies.

MA PROGRAMS IN ANTHROPOLOGY

The Anthropology Program offers three track options for the MA in Anthropology: the Thesis Option, the Teaching Option, and the Special Project Option. Four courses are required of all Masters students. The first three include: BEHS 500 or MATH 521; ANTH 535; and ANTH 575. The fifth course focuses on graduate-level methods and the appropriate course is contingent upon the student's preferred sub-discipline of interest (see below). Remaining units are comprised of course work established in the Plan of Study developed by the student and their committee. Only five independent study units can be applied to the student's Plan of Study.

Research for the master's thesis or project that involves data from/about human subjects may be required to be reviewed and approved by the Institutional Review Board for Human Subjects Research (IRB/HSR). For additional details, see page 197.

Requirements for the MA in Anthropology-Thesis Option: 45 units

1. **Required General Course Work:** 10 units
   ANTH 535, 575
2. **Required Course Work in Methods:** 10 units
   BEHS 500 or MATH 521
3. **One of the following:**
   ANTH 502, 534, 576
4. **Elective Course Work:** 16 units
   These units, five of which must be at the 500-level and the remaining at the 400-level or above, will be selected based on the advice and recommendation of the student's advisor and faculty committee.
5. **Thesis Experience:** 9 units
   ANTH 695

May be taken over several quarters and must be devoted to the following sequential activities:

a. Write and submit a thesis prospectus for Thesis Committee approval. This prospectus must include thesis objectives, proposed literature review, proposed methodology, and predicted findings.
b. Once the prospectus is approved, thesis work up to and including the successful defense of the thesis.

Requirements for the MA in Anthropology-Teaching Option: 45 units

1. **Required General Course Work:** 20 units
   ANTH 535, 575, 597, 598, 693
   All students will be required to serve as a teaching assistant for a lower division anthropology class at CSUB.
2. **Required Course Work in Methods:** 10 units
   BEHS 500 or MATH 521
3. **One of the following:**
   ANTH 502, 534, 576
4. **Elective Coursework:** 15 units
   These units, 10 of which must be at the 500-level or above, will be selected based on the advice and recommendation of the student's advisor and faculty committee.
5. **Culminating Experience in Teaching Anthropology:** 4 units
   ANTH 693
   Students must satisfactorily complete the following:
   a. Teach one of the following courses, ANTH 100, 102, or 104 (or equivalent) from beginning to end.
   b. Prepare detailed syllabi, lecture outlines, exams, exercises, and other materials used in class for ANTH 100, 102, 104, and one other ANTH course (to be agreed upon with the student's advisor).
   c. Present a guest lecture in each of the above classes (except the course taught to fulfill 1. above) arranged with the instructor of those courses.
   d. Prepare a paper (minimum of 30 pages with 10 references) on the area of the student's expertise (to be agreed upon with the student's advisor).

Requirements for the MA in Anthropology-Special Project Option: 45 units

1. **Required General Course Work:** 15 units
   ANTH 535, 575, 694
2. **Required Course Work in Methods:** 10 units
   BEHS 500 or MATH 521
3. **One of the following:**
   ANTH 502, 534, 576
4. **Elective Course Work:** 20 units
   These units, 10 of which must be at the 500-level or above, must be approved by the student's advisor and faculty committee.
5. **Culminating Experience**
   There are two ways to meet the culminating experience requirement for the MA in Anthropology-Special Project Option, both of which occur by taking for credit, no-credit ANTH 694 under the supervision of the student's advisor and faculty committee:
   Agency-Based Project
   a. Submit for approval to the student's faculty committee a prospectus for the Proposed Project, which shall include a description of the intended project, its objectives, methods that will be used, the scholarly

literature that will be consulted, and the timetable proposed for all stages of the project.

b. Present and defend a Final Report on the project to the student's faculty committee in a meeting open to faculty and students-at-large.

Mastery of Two Areas of Anthropology

a. Submit for approval to the student's faculty committee a prospectus for two area papers, which shall include the identification of the two areas of anthropology for which the student intends to demonstrate mastery, two lists of proposed readings, and a timetable for the preparation, writing, and submission of each area paper.

b. Examination of student on each area by his/her faculty committee in a meeting open to the faculty and students-at-large.

Department of Biology
School of Natural Sciences, Mathematics, and Engineering
Department Chair: Todd McBride
Program Coordinator: Anna Jacobsen
Program Office: Science Building I, 114
Telephone: (661) 654-3089
email: ajacobsen@csub.edu
Website: www.csub.edu/Biology
Faculty: D. Dodenhoff, M. Engel, D. Germano, K.Gobalet, A. Jacobsen, C. Kloock, A. Lauer, T. McBride, M. Moe, B. Pratt, P. Smith, R. Stark, K. Szick-Miranda, T. Weinheimer

Program Description
The Department of Biology offers a graduate program leading to a Master of Science in Biology degree. The Master of Science with a thesis option is intended to prepare students for professional positions in state and federal agencies, the environmental consulting industry, and for further graduate studies. The Master of Science with a non-thesis option is intended for working professionals, especially public school teachers, and emphasizes course work. A broad range of faculty research interests, easy access to diverse biological environments, and a range of modern research facilities permit the student to select from a broad spectrum of research topics.

Faculty interests include field biology, conservation biology, physiology, comparative morphology, ichthyoarchaeology, plant ecophysiology, plant anatomy, micro- and molecular biology, molecular evolution, ecology, systematics, and behavior.

APPLICATION PROCESS AND PROGRAM REQUIREMENTS

Application for the Master of Science in Biology
Persons seeking an MS in Biology 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 Biology, but without the assurance that their course work will count as credit towards the MS degree at CSUB. 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.

Admissions Requirements for the Master of Science in Biology
1. An earned bachelor's degree in the biological sciences or a bachelor's degree in a related science with minimum course work equivalent to BIOL 304, 305, 306, and 310.
2. An undergraduate GPA of at least 3.0 in the last 90 quarter (60 semester) units of course work, and Graduate Records Examination scores of greater than the 50th percentile in both the verbal and quantitative sections of the exam, or an approved petition to the Graduate Committee of the Department waiving this requirement by proposing other evidence of adequate prior academic preparation.
3. Formal decision by the Departmental 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, GRE scores, letters of recommendation, and other materials that may be required by the Committee and/or offered by the student.

Graduate Student Classifications

Unclassified Post Baccalaureate Status
The Unclassified Post Baccalaureate status allows students to take graduate level courses on a course-by-course basis without being formally accepted into the MS program. Requirements for Post Baccalaureate status are listed below.
1. An acceptable baccalaureate degree from an accredited institution.
2. An undergraduate GPA of at least 2.5 in the last 90 quarter (60 semester) units of course work or an approved petition to the Graduate Committee of the Department waiving this requirement by proposing other evidence of adequate prior academic preparation.

Classified Graduate Student
Acceptance as a Classified Graduate Student indicates that 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.
1. An acceptable baccalaureate degree from an accredited institution.
2. An undergraduate GPA of at least 3.0 in the last 90 quarter (60 semester) units of course work, or Graduate Records Examination scores of greater than the 50th percentile in both the verbal and quantitative sections of the exam, or an approved petition to the Departmental Graduate Committee waiving this requirement by proposing other evidence of adequate prior academic preparation.
3. Acceptance into an academic advising relationship with a departmental faculty member (thesis-option).
4. Acceptance will only be granted if space is available for the student in the program.

Conditionally Classified Graduate Student
Students who fail to meet entirely one or more of the criteria for admission as a Classified Graduate Student may, at the discretion of the Biology Graduate Admissions Committee, be admitted as a Conditionally Classified Graduate Student. These conditions may include, but are not limited to, specific prerequisite courses, GPA, GRE scores, etc. Once the student has "remedied" all conditions specified by the Biology Graduate Admissions Committee, the student classification will be changed to Classified Graduate Student.

Students admitted as a Conditionally Classified Graduate Student are not allowed to enroll in any 600-level courses. They are restricted to 500-and 400-level courses for which they have met prerequisites.

Advancement to 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. Classified Graduate Students will be advanced to Candidate Status when they have met the following criteria:

1. Completion of all requirements for Classified Status.
2. Completion of at least 30 quarter units of courses applicable to the Master of Science Degree in Biology with a grade of "B-" or better and graduate GPA of at least 3.0.

Students in the thesis track must also:

3. Obtain approval of the student's Master's thesis research topic by the Departmental Graduate Program Coordinator and the Thesis Committee.
4. Obtain 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 Graduate Student. No more than three courses (15 units) may be taken for graduate credit until all prerequisites have been satisfied. Admission to Candidate Status must be attained within two calendar years after acceptance as a Classified Graduate Student. All requirements and graduation are to be completed within five calendar years after acceptance as a Conditionally Classified Graduate Student. The five-year time limit can be extended by petition to and approval from the Departmental Graduate Committee.

Completion of all requirements for the Master of Science in Biology require satisfactory completion of all courses in an approved Plan of Study and satisfactory completion of an exit examination or 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 Master of Science in Biology

1. **Thesis-Option (45 units)**
   BIOL 505 (9), 510 (4), 605 (3), 690 (8), 691(1)
   *Electives (400-, 500-, or 600-level courses) (20 units)
2. **Non-Thesis-Option (50 units)**
   BIOL 505 (9), 510 (4), 605 (3), 680 (1)
   *Electives (400-, 500-, or 600-level courses) (33 units)
3. ***Elective Courses**
   BIOL 404, 406, 424, 430, 433, 451, 455, 462, 470, 477, 505, 540, 577, 580
   *Selection of elective courses must be approved by Graduate Coordinator (non-thesis option) or Thesis Committee (thesis option).

Program in Business Administration
School of Business and Public Administration
MBA Director: Dr. Jean West
Office: Business Development Center, A120/122
Office Telephone: (661) 654-2780
Director Telephone: (661) 654-2757
email: mba@csub.edu
Website: www.csub.edu/bpa/mba
BPA Student Services Center
Center's Office: Business Development Center, A123
MBA Advisor: Kathy Carpenter
Telephone: (661) 654-2326
Faculty: M. Attaran, B. Bae, H. Bidgoli, E. Carter, Y. Choi, M. Doucet, T. Doucet, M. Elhusseiny, J. Emery, M. Evans, M. Flanagan, A. Grammy, A. Hegde, M. Malixi, H. McCown, D. Olson, L. Paris, J. Stark, M. Way, J. West, D. Zhou

Program Description
The Master of Business Administration degree offers critical preparation needed by working professionals for challenging careers in business. Competing in the complex, rapidly changing environment of business and public sectors requires having the knowledge, skills, and values that the MBA degree provides. The CSUB MBA program is continuously assessing and evaluating itself to provide advanced business knowledge to prepare professionals for the changing global market place. Individuals from all areas of study (business and not-business) and industry (private and public sector) are welcome to apply.

Mission
The mission of the MBA program is to provide our region with an advanced business education which will foster a commitment to lifelong learning and facilitate the career growth of our graduates.

Values
The faculty and the students of the CSUB MBA program will work together to create an environment that is supportive of the highest standards of ethical behavior.

Faculty
All MBA courses are taught by full-time academically qualified (i.e., Ph.D. or other equivalent degrees) faculty and all of them have some type of domestic or international real-world business experience. The Faculty maintains currency in their fields by actively engaging in research, consulting, and serving on local, regional, and national boards. The Faculty brings a strong theoretical foundation, as well as relevant practical experience, to the classroom, providing for a relevant, applied approach to masters level education.

Professional and Academic Standards
The MBA program acknowledges the significant impact of business on society. Consequently, those admitted to the program, retained, and awarded degrees, must possess, develop and demonstrate academic and professional integrity in all activities. They should be able to inspire public confidence and trust in business and in CSUB MBAs. In addition, all established university academic performance and student conduct standards for graduate students apply. Any student or applicant that is found by formal review to be lacking in academic integrity or in professional ethical standards of behavior may be denied admission, placed on probation, suspended, or dismissed from the program. Such actions are, of course, subject to university review and appeal.

Program Goals
Goal 1: The MBA graduate will demonstrate advanced knowledge of the functional areas of business and the external business environment.
Goal 2: The MBA graduate will demonstrate professional presentation and communication skills.
Goal 3: The MBA graduate will demonstrate complex problem solving skills.
Goal 4: The MBA graduate will demonstrate the skills necessary to perform as an organizational leader (i.e., leadership, interpersonal, and team skills).
Goal 5: The MBA graduate will have explored personal and professional ethical frameworks.

Student Population
The CSUB MBA Program student population is primarily composed of professionals and executives representing a variety of industries. There are also a number of international students representing a variety of countries. The student mix enriches learning by providing exposure to various industries, cultures, and international perspectives. The average MBA student enters the program with a 3.2/4.0 undergraduate GPA and a 520 GMAT score. There is approximately a 60/40 male/female ratio within the program. Half of the currently enrolled students are completing classes at a full-time pace. The Occidental Petroleum Graduate Research Lab and the BPA Graduate Students' Association provide networking opportunities.

Facilities
CSUB's MBA students have their own facility-the Occidental Petroleum Graduate Research Laboratory-to study, work in teams, or network. This facility serves as a resource center for the students by providing study space, individual and team computing facilities, and academic support resources. Students also have the benefit of a state-of-the-art library and computing resources to facilitate the development of the skills needed in an information-oriented world.

Accreditation
The CSUB MBA program is the only program in its region accredited by The Association to Advance Collegiate Schools of Business-International (AACSB). "AACSB International accreditation represents the highest standard of achievement for business schools worldwide. Institutions that earn accreditation confirm their commitment to quality and continuous improvement through a rigorous and

comprehensive peer review. AACSB accreditation is the hallmark of excellence in management education." (Source: The Association to Advance Collegiate Schools of Business, Tampa, Florida USA).

APPLICATION AND ADMISSION

Application for admission to the MBA program is simple. Complete the CSU graduate application at www.csumentor.edu. Two levels of review are completed: University and MBA program. Prospective students are notified of admission decisions at the completion of the MBA program review. We encourage prospective students with questions to call us or "drop- in" with questions. The CSUB Graduate Student Center in Dorothy Donohoe Hall is also an excellent resource for potential graduate students.

All domestic applicants must hold a baccalaureate degree from a four-year college or university accredited by a regional accrediting association. International applicants who attended non-US institutions are required by the University to provide a professionally evaluated transcript.

Application Procedure

All MBA applicants must submit the following items to the Admissions Office of the California State University, Bakersfield, 9001 Stockdale Highway, Bakersfield, CA 93311-1099.

1. A completed application and the application fee;
2. Two official transcripts from each college or university attended (international students must submit foreign transcripts in the original language and an English copy);
3. An official GMAT or GRE score;
4. A resume;
5. Two letters of reference;

International applicants must also submit:

1. An official TOEFL Score (international applicant);
2. Submission of a financial declaration and supporting documentation (international applicant); and
3. A professionally evaluated transcript that demonstrates prior education equivalence.

Note: Applicants whose preparatory education is principally in a language other than English must have a TOEFL score of 550 or higher (or 213 on the new conversion scale for the computer based TOEFL exam). Documentation must be in original form by the testing institution. Copies submitted by the applicant are not acceptable. Please note that despite a TOEFL score of 550 or higher, students whose English competency is deemed insufficient by the faculty may be required to take additional courses to improve communication skills in English before continuing with MBA courses.

Admissions Pathways

The goal of the admission policy is the selection of those candidates who demonstrate high potential for academic and professional success. There are three admissions pathways into the CSUB MBA: Traditional Admission; Executive Experience; and National Certification.

Traditional Admission

This process is the traditional process relying on either the GMAT or the GRE on a sliding scale with GPA to determine admissions. There is a required minimum score of 500 on the Graduate Management Admission Test (GMAT) **or** 450 verbal and 500 quantitative on the Graduate Records Exam (GRE). The GMAT or GRE scores are used with GPA to compute an index score that is the primary component of the admissions decision. Students who achieve this index score will be granted classified admission into the program.

Students who meet the Classified Admissions standard but require program prerequisite courses will be required to complete the identified program prerequisite courses with a "B" or better (3.0/4.0) in every foundation course. Students not meeting this standard will be subject to dismissal.

Students who do not meet the GMAT or GPA standards for Classified Admission may be considered for Conditionally Classified Admission. Applicants who present an upper division GPA of 2.75/4.00 or a 450 GMAT (or equivalent GRE) will be evaluated on a case by case basis. There is no guarantee admission will be granted. If granted conditionally classified admission, the student must earn grades of "B" (3.0 on a 4.0 scale) or above in the first 12 hours of MBA coursework. Students not meeting this standard are subject to dismissal.

In rare instances, the applicant who has taken the GMAT but does not meet requirements may be considered for admission. Those who have previously been denied admission may present new information to be reconsidered. In either case, the applicant must petition, in writing, the MBA Admissions Committee, giving those reasons relevant to the situation that demonstrate the likelihood of success; the burden of proof is on the applicant.

Executive Experience

"Executive experience" is defined as including supervisory duties, management of a budget, or management of a set of accounts. It would need to meet all of the following criteria:

- The job title requires a bachelor's degree.
- The job title represents a promotion from entry level ("entry level" would not include "trainee" or "intern" positions).
- The job title is specified as "executive or management level" in official company documents.

The work experience would need to be verifiable, an official job description will be required, and letters of reference from employers sponsoring the student are required.

Each year of managerial work experience after five years of employment (post high school) is worth 200 points. No more than 2.5 years can be applied to the formula. The decision regarding the applicability of work experience must come from the MBA admissions committee.

Students who are admitted using this process will be Conditionally Classified. These students are required to earn grades of "B" (3.0 on a 4.0 scale) or above in the first 12 hours of MBA coursework. Students not meeting this standard are subject to dismissal.

National Certification

This admissions pathway recognizes professional certification/license in lieu of standardized testing. Acceptable certifications are administered by professional organizations with the twin goals of ensuring a high level of knowledge about, and to provide an incentive for the individual to maintain currency in, the relevant body of knowledge. To qualify, the license or certification would need to require an exam, work experience, and have ongoing continuing education requirements. The potential student must also be currently maintaining their license/certification. The following licenses qualify; others may apply but they would have to be approved by the MBA Admissions Committee.

- Certified Public Accountant (CPA)
- Certified Financial Accountant (CFA)
- Chartered (or Certified) Property and Casualty Underwriters (CPCU)
- Certified Liability Underwriter (CLU)
- Professional in Human Resource Management (PHR)
- Senior Professional in Human Resource Management (SPHR)

The potential student must be (1) maintaining currency on their license/certification, and (2) hold a Bachelor's degree with an appropriate GPA. A current acceptable license counts for 500 points in the formula. Students who are admitted using this process will be Conditionally Classified. These students are required to earn grades of "B" (3.0 on a 4.0 scale) or above in the first 12 hours of MBA coursework. Students not meeting this standard are subject to dismissal.

Advising

The School is dedicated to meeting the needs of our individual students. Students should schedule an appointment with the BPA Student Services Center to discuss individual background, experiences, goals, and objectives so that a program of study can be developed to best meet the student's academic and career needs. The BPA Student Services Center can be contacted at (661) 654-2326 for an appointment. The BPA Student Services Center will serve as the advising center for each MBA student. It is recommended that each student meet with the MBA advisor during pre-registration to enroll in classes for each subsequent quarter and to discuss their progress in general.

Requirements for the Master of Business Administration

The Master of Business Administration program is designed to advance current business knowledge and to and to update the student's continuous learning foundation. MBA courses provide both additional depth and breadth through the identification of relevant learning materials, faculty interaction, and interaction with their peers on current personal business issues.

A minimum of 48 units of approved 600-level graduate courses are required for the Master of Business Administration degree. The typical MBA candidate is expected to have a working knowledge of the fundamentals of business including management, quantitative decision-making, accounting, finance, and the current business environment.

All graduate students are required to maintain a cumulative 3.0 grade point average in all graduate course work. Students who receive a "C" in any course will not be able to use that result towards the fulfillment of any degree requirement. Graduate courses may not be taken on a credit, no-credit basis.

Program Prerequisites

All MBA applicants will be expected to demonstrate competency in the following topic areas identified as program prerequisites. Competency can be established by any one of the following:

1. Proof of appropriate coursework at the undergraduate level;
2. Taking a foundation knowledge course as recommended by the MBA Coordinator;
3. Completing an online review course and passing the appropriate competency exam.

For applicants with baccalaureate degrees not in business administration or those persons needing review, courses are available.

It is incumbent upon the student to provide such evidence to the BPA Student Services office. Applicants should consult with the MBA Director or BPA Student Services office regarding which course(s) might be appropriate.

1. Business Communications-equivalent to one of the following communications classes (COMM 304, 330; 405; 434; 481); achievement of a GMAT Verbal score at or above the 60th percentile; or passage of the GWAR with an appropriate score.
2. Statistics or Quantitative Methods for Business Decision Making (equivalent to BA 301).
3. Principles of Financial Accounting (equivalent to ACCT 220).

4. Principles of Finance (equivalent to FIN 300).
5. Economics Theory (equivalent to ECON 202).

Requirements for the MBA Program

1. **Core Courses** (40 units)
   All candidates for the degree must complete the following courses: ACCT 600*, 620*, FIN 600, MGMT 602, 605, 690, MIS 610, MKTG 600, BA 690 (*not required for accountants – electives used to replace)
2. **Elective Courses** (12 units)
   All CSUB MBA students are required to take a minimum of 12 units (3 courses) of electives. While MBA programs typically do not have formal concentrations, the MBA student may specialize in an area of interest. For example, the student who is interested in organizational management or entrepreneurship might select MGMT 600, 604, 610, and/or MKTG 601. Perhaps your interest is marketing – in which case you might select a couple of additional marketing courses and an advanced statistics/data analysis course. Should you wish to build something in your field please see the MBA Director or the MBA advisor.

Industry Specific Elective Patterns

The MBA currently has two industry-specific specializations.

1. **Insurance Industry–CPCU (Chartered Property Casualty Underwriter)**
   Students who have passed the ***Chartered Property Casualty Underwriter*** national certification exams (CPCU 510, 520, 530, 540) may count these as their electives towards their CSU Bakersfield MBA. See the MBA Director or the MBA Advisor for more specific information.
2. **Non-Profit/Public Administration**
   Students who would like to combine the MBA with non-profit or public sector work interests may create a specialization using classes from the Masters in Public Administration or MSA-Health Care Administration. For example, a student who is interested in non-profit should take non-profit management (PPA 519), grant writing (PPA 520), and a marketing elective. See the MBA Director or MBA Advisor for an appropriate plan of study.

Program in Counseling Psychology
School of Social Sciences and Education
Program Coordinator: T. Ken Ishida
Program Office: Dorothy Donahoe Hall, D123
Telephone: (661) 654-2375
email: kishida@csub.edu
Website: www.csub.edu/cpsy
Assistant Program Coordinator: Kathleen Y. Ritter
Office: Education Building, Room 222
Telephone: (661) 654-3062
email: kritter@csub/edu
Faculty: S.F. Bacon, T.K. Ishida, K.Y. Ritter

Program Description
The three-year 90-quarter unit Master of Science in Counseling Psychology Program at CSUB trains students to meet the community need for ethical, competent, and adaptable mental health professionals. It is designed to meet the California Board of Behavioral Sciences (BBS) statutory requirements, Section 4980.36 of the Business and Professions Code (BPC), for the California License in Marriage and Family Therapy (LMFT) as well as 4999.32-3 for the Licensed Professional Clinical Counselor (LPCC). Students receive broad training that prepares them for work in diverse and changing settings. The well-trained counselor will understand that:

1. Counseling involves the application of intervention techniques based on the best theory and empirical research available;
2. The counseling relationship is central to effective therapeutic intervention;
3. Counselors creatively use their knowledge, skills, and personal experiences to create an environment where clients can make positive change;
4. Clients' adaptive and maladaptive functioning is determined by multiple factors including individual, familial and cultural influences; and
5. Training and education in counseling is a lifelong process that begins in graduate school and continues throughout the counselor's professional career.

The CSUB Counseling Psychology program places a particular value on personal exploration in training and supervision. The curricular objectives of the Master of Science in Counseling Psychology therefore emphasize:

1. A foundation in the theory and research upon which clinical practice is based;
2. Development of self-awareness and relationship-building skills that contribute to strong therapeutic alliances with clients;
3. Experiential learning, through which students learn and practice relevant skills and come to trust their own experience in work with clients;
4. An understanding of and a sensitivity to the effects of diverse individual, familial, and cultural factors; and,
5. Development of skills needed for lifelong learning and continued professional growth.

Experiential Learning Requirements
The Master of Science in Counseling Psychology Program is sequentially arranged and includes an emphasis on principles of experiential learning. Students are expected to participate from both counselor and client perspectives in individual, dyadic, and group exercises. Enrollment in the program implies student consent to engage in individual and group experiential learning activities in various courses.

Ethical and Professional Conduct
Throughout the program, it is important for students to remember that they are enrolled in a program designed to train professional counselors. The use of case vignettes, live clients, and student experiences are essential to this process. It is, thus, expected that students will conduct themselves as professionals and maintain the confidentiality of all client or student material generated or presented in any program class. A violation of this ethical requirement of confidentiality will result in faculty review of students' conduct and subsequent progress in the Program.

The Code of Ethics of the American Association for Marriage and Family Therapy (AAMFT) (Principle II and sections 2.1-3) and the American Counseling Association (ACA) Code of Ethics (Section B.1) each stress the importance of confidentiality in counseling relationships. These codes apply not only to licensed therapists, but also to students in the MS Counseling Psychology program who are expected to maintain the confidentiality of all information disclosed by, and related to, both clients and peers in the various experiential activities throughout the program (ACA, F.8.a).

While the preservation of confidentiality is only one aspect of professional conduct, the faculty takes seriously Standard F.5.d of the ACA Code to only endorse for a degree and/or licensure only those candidates that exemplify high standards of ethical and personal conduct; and Standard F.1 a that asks faculty to insure that students are able to provide competent service. We refer to these concepts as pre-professional development in our published literature.

Pre-Professional Development
Throughout the program students must provide evidence of the ability to interact competently and ethically with others from a variety of backgrounds. The student must engage in behaviors that:

- demonstrate positive, consistent, and effective contributions to the classroom learning and atmosphere.
- exhibit harmonious and collegial relationships with peers and faculty.
- reflect professionalism and responsibility in areas such as attendance, timely completion of assignments, and attention to regulations and expectations.

Students must also demonstrate by conduct and curricular performance achievement of curricular goals (listed above) appropriate to their progress in the program. Such evidence also may come from practicum and technique- based courses, courses with an experiential focus, or from supervised experiences. Students will be evaluated by the CPFC at each point of reclassification and will be given feedback on their pre-professional development. The Graduate Studies section of the CSUB Catalog describes the procedures for student Appeals and Grievances.

CPSY 651, 661, parts of 672, and 681, 682 and 683 are clinical process classes. These are experiential in nature and require the use of live clients and video recording of sessions. Because of the additional time needed for supervision, and to move people from room to room and to change video recordings, the class schedule may indicate more time than mandated for clinical process classes. CPSY 691, 692, 693, and 698 are field placement courses in service providing agencies. Supervisors will rate student knowledge and skill.

ADMISSION AND APPLICATION

Students are only admitted for fall enrollment. For application assistance or questions regarding the acceptability of prerequisite courses, please contact the coordinator, Dr. T. Ken Ishida.

Application

The Master of Science in Counseling Psychology Faculty Committee (CPFC) reserves the right to admit those applicants they deem most qualified. Although the university admits international students using standardized criteria for English language competence, the CPFC reserves the right to evaluate students for program admission for oral English mastery needed for effective communication. Students seeking admission to the Master of Science in Counseling Psychology can obtain an application packet from the Psychology Department (DDH-D107, 661-654- 2363). All program-specific application materials must be submitted as a complete package. Application deadlines are also listed on the CSUB Counseling Psychology Program Home Page: http://www.csub.edu/cpsy.

Eligibility Requirements

To be eligible for admission, the student must fulfill the following minimum requirements:

1. A bachelor's degree from an accredited university. (Students with an international degree must have U.S. equivalency determined.)
2. A 3.2 GPA over the most recent 60 semester or 90 quarter units.
3. Completion of all prerequisite courses with a grade of at least a "B-" (grading scale 2.7/4.0):
   a. Introductory statistics.
   b. Abnormal psychology.
   c. Child psychology, developmental psychology (infancy through adolescence), or human development/lifespan psychology (conception through senescence.) (Prerequisite courses must have been completed within five calendar years of intended admission date. A competency examination may be taken to demonstrate currency of knowledge if prerequisites were taken outside the time limit.)
4. Completion of the application packet to the MS in Counseling Psychology Program including official transcripts, a personal statement and three letters of recommendation and three rating forms attesting to suitability and promise.
5. A separate graduate admission to the CSU system. Apply directly at http://www.csumentor.edu.

The CPFC reserves the option to request supplemental documentation and information, including a personal interview, to determine suitability and promise. Students who do not meet minimum requirements for admission to the program may file a petition to the CPFC though the Counseling Psychology Program Coordinator requesting exceptional consideration. Students denied admission may petition the CPFC for a second review. The CPFC reserves the right to make all decisions regarding admission to the program and all decisions are considered to be final.

STUDENT CLASSIFICATIONS

The CPFC determines students' initial classification level prior to admission as well as all subsequent changes in level. At any point of reclassification the CPFC will evaluate academic and pre-professional development.

Conditionally Classified

Students who have completed most, but not all of the requirements for admission at the Classified level and show promise of success may be admitted at the Conditionally Classified level. Students admitted at this level who complete all admission requirements or alternate requirements specified in the offer of admission will be moved to the Classified level at the discretion of the CPFC and only if the CPFC determines that the requirements have been completed at a level satisfactory for movement.

Classified

Students who successfully meet all of the requirements for admission, as determined by the CPFC will be eligible for admission at the Classified level. Classified graduate students may take any graduate level course meeting the requirements of their Plan of Study as long as the appropriate prerequisites or co-requisites have been met.

Graduate Candidacy

Classified level students will be eligible for advancement to Graduate Candidacy after successful completion of all courses in the first year of the program (CPSY 512, 530, 540, 600,

620, 631, 634 and 672). These individuals must have a minimum 3.0 GPA in the Program of Study and have completed the Graduation Writing Assessment Requirement. (See GWAR under "Graduation Requirements" below.) Students also must have received positive faculty evaluations in pre-professional development. The status of Graduate Candidacy is required for the student to take most of the advanced courses in the Program.

Requirements for the Master of Science in Counseling Psychology

To graduate with the MS degree in Counseling Psychology, a student must meet the following requirements:

1. Complete the 90-unit program in accord with the approved Plan of Study. The program includes all courses listed below except CPSY 698 and 699. Please note this program description is subject to change. Please check http://www.csub.edu/cpsy for updates.
2. Be in Good Standing in the MS in Counseling Psychology program, a student must maintain at the end of each term of enrollment a cumulative GPA of 3.0 or higher in courses taken to meet degree requirements and receive satisfactory evaluations of pre-professional development from faculty and field placement supervisors. Students not in Good Standing must formally request permission (and receive written approval) to enroll in additional graduate courses. The CPFC will review the explanations and plans set forth in the petition and make a decision whether to permit continued enrollment and what conditions must be met for a return to Good Standing. (See Scholastic Probation, Academic Disqualification, and Appeals and Grievances paragraphs, Graduate Studies section, *CSUB Catalog*).
3. Be advanced to Graduate Candidacy.
4. Receive an overall GPA of 3.0 or higher for the entire 90-unit program.
5. Not count more than two courses, regardless of the number of units, with grades of "C+" (2.3) or "C" (2.0). Any course with a grade lower than "C" will not count toward graduation.
6. Not count any course at the 600 level with a grade of less than "B-".
7. Satisfy the CSU Graduation Writing Assessment Requirement (GWAR) as soon as possible in their program (http://www.csub.edu/testing/gwar.shtml). This can be done either by passing or having passed the university- wide GWAR examination or by achieving a grade of "C" or better in approved courses. The English Department is the sole determiner of approved courses and whether writing courses at non-CSU institutions are equivalent.

This three-year course sequence is for full-time students and requires classes four late afternoons or evenings a week and availability two afternoons per week during the second year and 20 hours per week during regular business hours (Monday-Friday 8:00 A.M.-5 P.M.) for agency field placement (Traineeship I, II, & III) during the third year.

Programs in Education
School of Social Sciences and Education
Dean: Dr. Kathleen Knutzen, Dean
Dean's Office: Education Building, Room 124
Telephone: (661) 654-2210
email: jbarton2@csub.edu
Website: www.csub.edu/sse
Website: www.csub.edu/SSE/Advanced_Education/

DISCLAIMER: Due to ongoing and substantial changes in credential legislation and degree programs in the State of California, please check with an official School of Social Sciences and Education advisor for current information.

Master of Arts and Master of Science Degrees in Education
Graduate programs in the School of Social Sciences and Education are designed to advance students' knowledge and skills in the effective application, evaluation and implementation of sound pedagogy and educational strategies. Both the Master of Arts and the Master of Science degrees are offered. These degree programs are accredited by the California Commission on Teacher Credentialing (CCTC), the National Council for the Accreditation of Teacher Education (NCATE), and the Western Association of Schools and Colleges (WASC), 985 Atlantic Ave., Suite 100, Alameda, CA. 94501, 510-748-9001. The School of Social Sciences and Education offers the master's level programs described below.

Graduate Degree Programs in the Department of Advanced Educational Studies
The Department of Advanced Educational Studies offers programs and services that are designed to prepare teachers, administrators, and counselors for degrees, specific preliminary and professional credentials, and certification required in the State of California for service in specialist and administrative positions that require advanced preparation and special competence. A program of study leading to a **Master of Arts or Master of Science degree in Education is offered in the following concentrations:**

- Curriculum & Instruction
- Educational Administration

Master of Science Degree in Counseling with Concentrations in:

- School Counseling (including the Pupil Personnel Services [PPS] Credential)
- Student Affairs in Higher Education

All these graduate programs have received accreditations from the *National Council for Accreditation of Teacher Education* (NCATE).

Graduate Degree Program in the Special Education Program
The Special Education Program offers programs and services that are designed to prepare teachers and administrators for service dealing with special student populations in positions that require advanced preparation and special competence.

Master of Arts Degree in Education with concentrations in:

- Special Education (General) in the areas of Mild/Moderate and Moderate/Severe Disabilities

School of Social Sciences and Education Programs Offered at Antelope Valley
The Advanced Educational Studies Department and the Special Education Program offer the following Master of Arts degrees at Antelope Valley:

- Master of Arts in Education (concentration in Educational Administration) currently on moratorium
- Master of Arts in Education (concentration in Special Education-General)

Application Process and Program Requirements
To pursue a Master of Arts or Master of Science degree in the School of Social Sciences and Education, the student must apply to the Office of Admissions and Records at CSUB for general admission to the university and classification. **It is extremely important that the applicant complete Part B of the CSUB Post-baccalaureate Application in its entirety, listing the program code number, to insure that the applicant's application is sent to the School of Social Sciences and Education Graduate Studies Evaluator (EDUC 111; 661-654-3193).** Application to specific School of Social Sciences and Education graduate degree programs is initiated by obtaining an application from the Advanced Educational Studies Office, 661-654-3055, EDUC 238. Please see individual graduate degree program materials for specific admission requirements. The School Social Sciences and Education Graduate Studies Committee will determine the student's admission status. All applicants will be notified in writing regarding admission, individual status, or progress in a specific degree program.

GRADUATE/POST-BACCALAUREATE STUDENT STANDING

Post-baccalaureate Classified Standing
Upon approval and completion of all admission requirements, a student may be formally admitted to a post-baccalaureate credential program or a certificate program in this student standing. Professional, personal, scholastic and other admissions standards, including qualifying examinations (if required by selected programs) may be included for admission to Post-baccalaureate Classified Standing.

Graduate Classified Standing
A student may be formally admitted to a graduate program in this student standing (or advanced to this student standing from Graduate Conditionally Classified Standing) if the student meets all the professional, personal, scholastic, and other standards (including a minimum 3.00 GPA in the last 90 quarter units) or any qualifying examination(s) prescribed by that particular graduate degree program. Graduate Classified Standing is required for enrollment in 600-level coursework.

Graduate Conditionally Classified Standing
With program faculty approval, a student may be formally admitted to a graduate degree program in this student standing if the student has deficiencies in requirements or prerequisite preparation but can remedy these deficiencies by completing appropriate course work and/or qualifying examination(s).

School of Social Sciences and Education Special Admit Policy
An applicant to a graduate degree program who has a GPA below the required 3.00 GPA may petition for Special Admit status. The following options are available for students who have been approved by the graduate program faculty in this student standing:

a) Condition(s) are to be explained in writing by the graduate degree program coordinator, SSE Director of Graduate Studies, or Dean of School of Social Sciences and Education;
b) Complete nine (9) quarter units of course work with a grade of "B" or better; or
c) Pass the Graduate Record Examination (GRE) with a score of 900 or better.

Graduate Advancement to Candidacy Standing
Students may be moved to this student standing upon completion of a significant portion of the graduate degree Plan of Study which must be approved by the program advisor. Graduate Advancement to Candidacy Standing is determined after a formal review and recommendation. In the School of Social Sciences and Education, the Director of the Graduate Program and the graduate program coordinator approve such petitions for this student standing. Graduate Advancement to Candidacy is required for enrollment in the Culminating Activity (CA).

Non-active Graduate/Post-baccalaureate Standing
A graduate/Post-baccalaureate student who has been absent from coursework in his/her respective program for more than two (2) consecutive quarters without an approved Planned Educational Leave or without continuous Enrollment Status will be classified in Non-active student standing. A student who has been reclassified in a Non-active student standing must submit a new application for admission to the University and pay the nonrefundable application fee. Additionally the student must also resubmit an application for admission to the respective graduate degree program offered in the School of Social Sciences and Education.

Advisement and Planning
All graduate programs leading to the MA in Education degree or the MS in Counseling Degree shall be planned in consultation with a graduate program advisor from the program concentration in the School of Social Sciences and Education. The program advisor typically continues as the Chair of the Culminating Activity. It is the responsibility of the student to obtain the appropriate forms from the SSE Graduate Studies Office and develop the degree Plan of Study with a program advisor. There is no guarantee that prior graduate credit units earned in the School of Social Sciences and Education or in other schools of the University will be accepted toward a program of study leading to a graduate degree. Although up to 13.5 quarter units may count toward the degree Plan of Study, the student must have prior written approval from the program advisor and/or graduate program coordinator for that specific program.

Since not all graduate courses are offered every academic quarter or year, a student seeking a specific sequence of courses to complete established programs leading to the master's degree should consult with the program advisor to ensure efficient timing and maximum utilization of courses chosen.

Culminating Activity
Selection of a Culminating Activity (CA) Committee is a requirement for a student seeking the MA in Education. At least two (2) quarters before registering for a Culminating Activity, the student begins the process of selecting members for the Culminating Activity Committee. It is customary for the student to ask the program advisor to chair the CA Committee, however, this is not mandatory.

A student must have a total of three (3) faculty members on the CA Committee during the quarter(s) when the culminating activity is planned. (In Educational Administration the CA Committee will consist of two faculty members and a credentialed school administrator.) The student is to obtain a Culminating Activity Approval Form for Registration from the SSE Graduate Studies Office and have each faculty member sign this form as he/she agrees to serve. If a thesis or project is planned, this form is to be signed by the faculty members after they agree to serve and have approved the formal written proposal. Important information regarding the selection criteria for committee members is found in the School of Social Sciences and Education Graduate Studies and Policies Manual, which is a required manual that is to be purchased in the University Bookstore.

When first registering for the Culminating Activity, a student will enroll for the number of units currently indicated for that specific CA listed on the program concentration planning form. In the event that a student does not complete the CA within the quarter planned, but has shown evidence of satisfactory progress, the student will be assigned a grade of "RP" (Report in Progress) and meet with the committee chair to discuss the

time frame for completing the CA and maintaining continuous enrollment. For the Culminating Activity to count toward graduation, the grade must be a B or better. The grade of B- is not considered acceptable. According to University policy, a student must be enrolled during the quarter in which he/she wishes to receive the degree unless special consideration is requested and approved by the Dean for the School of Social Sciences and Education.

Research for the master's thesis or project that involves data from/about human subjects may be required to be reviewed and approved by the Institutional Review Board for Human Subjects Research (IRB/HSR).

Graduation Writing Assessment Requirement
All graduate and post-baccalaureate students must satisfy the Graduation Writing Assessment Requirement (GWAR) as soon as possible. Individual graduate programs have the option of giving deadlines by when this requirement must be met. Graduate students may meet this requirement by passing the regularly scheduled examination (offered once a quarter) or by earning a "C" or better in one of the approved GWAR courses.

Students are exempt from the GWAR if they meet either of the criteria below:
1. You graduated from a CSU or UC campus since 1980;
2. You earned a high enough score on one of the following tests (provided the test(s) were taken since 1980): **GMAT** 4.5 or higher on the writing portion; **CBEST** 41 or higher on the writing portion; **GRE** 4.5 or higher on the analytic writing portion.

Students who have one or more articles published as first author in a refereed professional journal or who already have a Masters in any discipline that included thesis or project and are working on another degree or credential, may submit their work for review to the Chair of the university-wide GWAR committee with a formal request to waive the GWAR. In these last two situations, waiver requests and supporting documents will be reviewed, and you will receive a decision in approximately two weeks.

Students from campuses other than a CSU or UC campus who believe they have met this requirement, must submit a transcript, a course description, and a syllabus from an equivalent course to the Composition Coordinator for evaluation.

In-service Courses
Education courses offered that are designated at the 900-level are intended as in-service courses. These courses are generally offered as workshops and/or in conjunction with professional conferences or other activities. Such courses will not be computed in a student's GPA nor will these courses be accepted to meet degree or credential requirements. Such courses are offered on a credit, no-credit basis only.

Award of Degree
The Master of Arts in Education degree will only be conferred upon those students who complete an authorized graduate degree curriculum established by the School of Social Sciences and Education that meets the standards established by the school and University. The basic pattern for the MA programs consists of: (1) core studies (7-quarter units); (2) professional concentration options (34 units); and (3) a culminating project, thesis, practicum or comprehensive examination (1-5 units). All programs shall be based on an irreducible minimum of 45 quarter units of graduate credit acceptable to both the School of Social Sciences and Education and the University. Plans of study shall be developed cooperatively by the student and his/her School of Social Sciences and Education program advisor and subject to approval of the Director of Graduate Studies of the School of Social Sciences and Education. All courses and the culminating activity must be completed within a seven (7) year period to qualify for the degree.

Specific courses for MA degree programs ordinarily will be selected from those in the 500 and 600 series. Some courses may be accepted from the 400 series but only upon prior approval of the program advisor. The student must have a plan of study which has at least one-half of the total degree program in courses designed primarily for graduate studies. Courses in the 600 series are designed primarily for classified graduate students for the MA or MS.

Upon completion of all requirements, with the exception of the Culminating Activity, the candidate is to obtain and file an Application for Graduation with the University Evaluations Office for award of the MA in Education or the MS in Counseling. The degree will be awarded only upon certification from the University Evaluations Office that all requirements for the degree have been met, and approval from the School of Social Sciences and Education, Credentials, and/or Graduate Studies Offices.

Financial Assistance
Graduate Assumption Program of Loans for Education (Graduate APLE)
This program is designed to encourage students to complete their graduate education and serve as faculty at an accredited college or university in California. Participants may receive up to a total of $6,000 in loan assumption benefits ($2,000 each year) for three consecutive years of full-time employment at one or more California colleges or universities. Teaching service must begin within 10 years of being accepted into the Graduate APLE. Students having questions or needing assistance should contact the California Student Aid Commission at www.csusuccess.org/aple.

PROGRAM CONCENTRATIONS

Master of Arts Degree in Education with a Concentration in Curriculum and Instruction

The Curriculum and Instruction program is intended for educators who are seeking to enhance their skills and understanding of curriculum development, assessment, and educational leadership. The concentration in Curriculum and Instruction is available for those individuals who have completed a multiple or single subject teaching credential. Some post-baccalaureate credential program coursework may be counted towards the Master of Arts degree in Education specializing in Curriculum and Instruction if approved by an advisor and the units were not counted towards the undergraduate degree.

Requirements for the MA in Education with a Concentration in Curriculum and Instruction

Master's programs require currency of coursework. No courses over seven years old will be counted toward completion of a graduate degree.

Admission Requirements

- Bachelor's Degree from an accredited four-year college or university
- 3.0 GPA in last 90 units of academic coursework
- Valid Teaching Credential
- Two Professional References
- Completion of a basic statistics class with a grade of C or better

Graduation Requirements

- Completion of a minimum of 45 quarter units of coursework
- Maintenance of a cumulative GPA of 3.0 or better in all coursework. No course with a grade lower than a C will be counted in the program.
- Completion of a Culminating Activity with a grade of B or better

1. **Core Courses** (20 units)
   EDCI 695 Research Methods for Educational Leaders
   EDCI 588 Teaching for Diversity and Social Justice
   EDCI 548 Educational Leadership
   EDCI 530 Curriculum Theory and Transformation

2. **Elective Courses** (20 units)
   Up to 20 units of CSUB credential coursework or 13 units of credential coursework from another university can be counted as elective units.

Reading Certificate-Pending CTC approval

Students complete all four courses for the certificate. Students are not required to take all literacy courses for elective requirements.

EDLT 501 Creating a Culture of Literacy in Diverse Settings
EDLT 502 Writing Strategies, Assessment, and Intervention
EDLT 503 Literacy Instruction and Assessment
EDLT 504 Comprehension Strategies, Assessment, and Intervention

Special Topics Coursework

EDCI 604 Special Topics: BTSA/Induction FACT Year 1
EDCI 604 Special Topics: BTSA/Induction FACT Year 2
EDCI 577 Advanced Topics in Education
EDCI 577 Advanced Topics in Education
EDCI 577 Advanced Topics in Education
EDCI 577 Advanced Topics in Education

3. **Culminating Activity** (5 units)
   EDCI 690 Master's Thesis in Education
   EDCI 691 Master's Project in Education
   EDCI 692 Master's Exam in Education

Master of Arts Degree in Education with a Concentration in Educational Administration

The concentration in Educational Administration is available for post-baccalaureate students who have an interest in administering programs in elementary or secondary public schools. Work toward the MA degree may be closely coordinated with requirements for the Preliminary Administrative Services Credential. The Preliminary Administrative Services Credential (Tier I) is the first of two credentials (Professional Administrative Services Credential, Tier II) that one must earn to be permanently credentialed as an educational administrator in California's elementary or secondary public schools. Individuals who have the Preliminary Administrative Services Credential may hold any administrative position in California for which they are otherwise qualified. The Preliminary Administrative Services Credential is in effect for five (5) years from the date of issuance, which corresponds with the date of employment in an administrative position requiring the credential.

Requirements for the MA Degree in Education with a Concentration in Educational Administration

Entry Requirments:

1. 3.0 GPA for last 60 semester (90 quarter) units
2. Successful completion of Basic Skills Exam
3. Possess one of the following valid credentials:
   a. a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or

b. a clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or
c. a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.

4. (a) five years of successful, full-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or (b) five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology. or clinical or rehabilitative services with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or (c) a combination of (a) or (b).
5. **Core:** EDRS 680, 681
6. **Courses:** EDAD 610, 620, 630, 640, 650, 660, 671, 672, 673, 681, 682, 683

Master of Arts Degree in Education with a Concentration in Special Education

The Special Education Program offers programs and services leading to the Master of Arts in Education with a concentration in Special Education in the areas of mild/moderate disabilities and moderate/severe disabilities. This MA degree concentration is individually designed to reflect the student's interests. In addition, two state-recognized credentials can be earned. These professional certificates are the Mild/ Moderate Disabilities and the Moderate/Severe Disabilities credentials. Technological applications and multicultural considerations are emphasized in all programs.

Any final degree program may not contain units that are over seven (7) years old at the time that the degree is to be awarded. Please check with the SSE Graduate Studies Office.

A candidate seeking an MA degree must form her/his Culminating Activity Committee at least one in advance of completing the MA Culminating Activity. This involves completing the Culminating Activity-Approval for Registration form and obtaining the signatures of faculty who have agreed to serve on the candidate's committee. The MA degree candidate must also complete the Advancement to Candidacy form. Both forms are available in the SSE Credential Office.

Candidates planning to do research with human subjects must receive an approval of their research proposals form the CSUB Institutional Review Board for Human Subjects prior to starting their research. Candidates are expected to work with their committee chair to fulfill this requirement.

Requirements for MA in Education with a Concentration in Special Education (General)

1. **Prerequisites:** EDSP 501
2. **Core Requirements:** EDRS 680, 681
3. **Area of Emphasis: Select either Mild/Moderate or Moderate/Severe**
   A. **Mild/Moderate Disabilities Emphasis**
   Phase I: Foundation and Basic Understanding
   EDSP 503, 506
   Phase II: Skill Development
   EDSP 505, 510, 545, 688,
   Two Electives: Recommend EDSP 680, 690, 660, 570, 585, or 695.(6-7 units)
   Phase III: Culminating Activity (select one):
   EDSP 691**,** 692**,** 693
   B. **Moderate/Severe Disabilities Emphasis**
   Phase I: Foundation and Basic Understanding
   EDSP 503, 517
   Phase II: Skill Development
   EDSP 505, 510, 632, 688,
   Elective: Recommend EDSP 680, 690, 660, 695, 570, or 585 (6-7 units)
   Phase III: Culminating Activity (select one):
   EDSP 691, 692, 693

Master of Science in Counseling with Concentrations in School Counseling or Student Affairs in Higher Education

The Master of Science degree in Counseling is a 72-quarter unit degree designed to provide graduate preparation for counselors in the areas of School Counseling and Student Affairs in Higher Education. 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 in Counseling students take 48 units of core courses in Counseling, 8 units of specialty courses, 15 units of supervised filed experience or internship, and a final culminating activity (thesis or comprehensive exam). Extensive field-based experiences are woven throughout the Program. Courses are typically offered on weekdays in the late afternoon and evening for working students, although courses in Practicum and Internship will require extensive daytime commitments. Students must select one of the two concentrations described below in their initial application:

School Counseling

Students desiring to counsel in K-12 public or private educational settings should select a concentration in the area of School Counseling. The curriculum has been designed for preparation toward a Pupil Personnel Services (PPS) credential. This option reflects the preparation standards established by the American School Counselor Association and the California Commission on Teacher Credentialing (CCTC).

Student Affairs in Higher Education
Students desiring to work in student services positions within community college, college, and university settings should select a concentration in the area of Student Affairs in Higher Education. The curriculum has been designed to prepare effective professional counselors to work in a wide range of settings. Examples include Admissions and Records, Financial Aid, Residence Life, Academic Advising, Career Development, Talent Search and Upward Bound.

Admissions Process
The Counseling Program admits new students once a quarter during the academic year, with the following deadlines for completed files to be submitted to the Office of the Graduate Studies Evaluator (EDUC 111; 661-654-3193): October 15 (for Winter Quarter); February 15 (for Spring Quarter); and April 15 (for Fall Quarter).

To pursue the Master of Science in Counseling, the applicant must first apply to the Office of Admissions and Records, CSUB (661-654-3036), designating the appropriate code for School Counseling (08261) or Student Affairs in Higher Education (08051). Following admission to the University, the applicant is to contact the Department of Advanced Educational Studies Office (EDUC 238; 661-654-3055) for a brochure and application to the specific graduate degree program desired. The completed application is to be returned to the Office of the Graduate Studies Evaluator (EDUC 111; 661-654-3193) for review. The Program Admissions Committee will certify admission or non-admission to the desired degree program. Applicants will be notified in writing of actions regarding admission taken by the Committee.

Only complete applications files will be considered. It is the responsibility of the applicant to make certain that the application file is complete and contains the following information:
1. Transcripts from all previous undergraduate and graduate study (photocopies acceptable);
2. Counseling Program Application (including personal statement and other documents);
3. CBEST Score Report (photocopy) [for School Counseling only];
4. Certificate of Clearance (photocopy) [for School Counseling only].
5. Evidence of course in statistics (see below).

Minimum Requirements and Prerequisites for Full Admission
Students must meet all of the following applicable conditions to be admitted as "classified":
1. Cumulative grade point average of 3.0 (on a 4.0 scale) in all undergraduate work attempted;
2. Completion of EDRS 680, Educational Statistics, within the past five years, with a grade of "C" or higher;
3. Submission of CBEST scores copy (for School Counseling only)
4. Submission of Certificate of Clearance copy (for School Counseling only).

Information regarding the CBEST (California Basic Educational Skills Test) and the Certificate of Clearance may be obtained from the Credentials Office (EDUC 102; 661-654-2110). Conditionally classified admission *may* be granted on an individual basis to applicants who do not satisfy all of the above conditions. Students accepted as "conditionally classified" will be limited in the number of courses they may take until all conditions are removed and they are reclassified as fully classified.

After Admission: Advancement Steps Toward Degree
Once the applicant is admitted, additional steps must be achieved to successfully matriculate toward the MS degree.

Advancement to Candidacy
Students are required to be Advanced to Candidacy prior to enrollment in Field Work/Internship or the Culminating Activity (e.g., comprehensive exam or thesis). Decisions regarding Advancement to Candidacy in the Counseling Program are delayed until a student has taken at least 15 quarter units of coursework to determine, from the students' perspective, whether the Program will meet their career and professional goals; and, from the faculty perspective, whether the student has demonstrated minimal knowledge and skills for continuance in the program leading toward a career as a professional counselor.

In order to better mentor the growth of students throughout the program and to insure the quality of program graduates, Program faculty reserves to itself certain requirements (see Counseling Student Handbook for specifics). A form requesting Advancement to Candidacy should be completed by the student in the quarter prior to the first internship and submitted to the SSE Graduate Studies Evaluator (EDUC 111; 661-654-3193).

Ability to Work with People Effectively
Throughout the Counseling Program and prior to completion, the student must continually provide evidence of the ability to interact competently, successfully, and ethically with 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 and techniques courses, courses with an experiential focus, or from the supervised field work/ internship experiences in the Program. The student is advised that this quality is difficult to evaluate prior to admission; it may become apparent only as the student progresses through the Program. The applicant who recognizes that these skills may be significantly difficult to achieve is urged to consider other career options. Faculty reserve the right to deny continuation or Advancement to Candidacy for students who do not demonstrate the ability to work with people effectively as described above.

Field Work/Internship Application
A student must submit a completed "Field Work Application" form to the Program Coordinator midway through the quarter prior to each quarter in which Field Work/Internship credit is desired. The form is downloadable from the website of the program coordinator.

Application for Culminating Activity
The student should complete and submit an "Application for Culminating Activity" form with the SSE Office of the Graduate Studies Evaluator during the quarter *prior* to enrollment in a culminating activity course, i.e., EDCS 690 Master's Thesis in Counseling

Application for Graduation
The student should file an "Application for Graduation" approximately two quarters *prior* to the expected graduation quarter. The student should work closely with the SSE Graduate Studies Evaluator to assure that the file is complete and accurate. Any deviation from the original Program of Study filed at the beginning of the MS program must be explained and approved.

Requirements for MS Counseling with Concentrations in School Counseling or Student Affairs in Higher Education

1. **Counseling Core Courses (for both concentrations)**
   EDCS 502, 505, 510, 515, 525, 532, 540, 570, 581, 601, 605, 691, 692, 693, EDRS 681
2. **Culminating Activity (for both concentrations)**
   EDCS 690 or 697
3. **School Counseling Courses**
   EDCS 645, 650
4. **Student Affairs in Higher Education Courses**
   EDCS 620, 635

Program in Advanced Educational Studies
School of Social Sciences and Education
Department Chair: Dr. Mahmoud Suleiman
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Telephone: (661) 654-3055
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Website: www.csub.edu/SSE/Advanced_Education/
Graduate Programs Evaluator: Julia Bavier
Department Building: Education Building, Room 111
Telephone: (661) 654-3193
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Advanced Credential and Certificate Programs
The programs and services offered in the Advanced Educational Studies department are designed to prepare teachers, administrators and counselors for degree and specific credentials required in the State of California for service in specialist and administrative positions that require advanced preparation and special competence. These programs also provide in-service educational opportunities for persons currently filling such positions. The California Commission on Teacher Credentialing (CCTC), as authorized by the Teacher Preparation and Licensing Law of 1970, has approved these specialist and advanced services credentials. The Advanced Educational Studies department offers the following advanced services and specialists credential programs:

- Administrative Services Credentials: Certificate of Eligibility, Preliminary and Professional Clear
- Pupil Personnel Services Credential (School Counseling): Professional Clear

Administrative Services Credentials: Certificate of Eligibility, Preliminary
The Preliminary Administrative Services Credential authorizes service as a superintendent, associate superintendent, deputy superintendent, principal, assistant principal, supervisor, consultant, coordinator or any equivalent or intermediate level administrative position.

Effective May 1, 1994, employment in an administrative position is required prior to the issuance of the Preliminary Administrative Services Credential. (The California Commission on Teacher Credentialing [CCTC] will issue a Certificate of Eligibility for the Preliminary Administrative Services Credential to individuals who complete a college or university program but are not yet employed in an administrative position. This Certificate of Eligibility lasts indefinitely until the candidate obtains an administrative position.) Further, employment in an administrative position is required before admittance to the Professional Administrative Services Credential program. Once an individual obtains the Preliminary Administrative Services Credential with an administrative position, the Professional Administrative Services Credential must be obtained within five years.

Time Limits for Coursework
All Credential coursework must be completed within a 7-year period of time. This time limit requirement means that no more than seven (7) years may elapse between the start of the term for the earliest dated course approved for the Plan of Study and the date the application for recommendation of a credential is approved.

Requirements for Preliminary Administrative Services Credential
Entry Requirements:
1. 3.0 GPA for last 60 semester (90 quarter) units
2. Successful completion of Basic Skills Exam
3. Possess one of the following valid credentials:
   a. a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or
   b. a clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or
   c. a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.
4. (a) five years of successful, full-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or (b) five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology. or clinical or rehabilitative services with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or (c) a combination of (a) or (b).

Courses: EDAD 610, 620, 630, 640, 650, 660, 671, 672, 673, 681, 682, 683

Pupil Personnel Services Credential
Students with a master's degree in Counseling may seek the addition of the Pupil Personnel Services Credential (School Counseling endorsement) by an application process similar to the Master of Science in Counseling. In consultation with the Program Coordinator, a Program of Study will be developed. This Credential authorizes the holder to perform at the K-12 levels as prescribed by the CCTC. A total of 72 quarter units must be completed in the courses listed below.

Time Limits for Coursework
All Credential coursework must be completed within a 7-year period of time. This time limit requirement means that no more than seven (7) years may elapse between the start of the term for the earliest dated course approved for the Plan of Study and the date the application for recommendation of a credential is approved.

Admission Process
The Counseling Program admits post-masters, "credential only" students once a quarter during the academic year, with the following deadlines for completed files to be submitted to the Office of the Graduate Studies Evaluator (EDUC 111; 661-654-3193): October 15 (for Winter Quarter); February 15 (for Spring Quarter); and April 15 (for Fall Quarter).

To pursue the post-masters Pupil Personnel Services Credential, the applicant must apply to the Office of Admissions and Records, CSUB (661-654-3036), designating the appropriate code for Pupil Personnel Services (802). The applicant must also contact the Department of Advanced Educational Studies Office (EDUC 238; 661-654-3055) for an application to the Pupil Personnel Services Program. The completed application is to be returned to the Office of the Graduate Studies Evaluator (EDUC 111; 661-654-3193) for review. The Program Admissions Committee will certify admission or non-admission to the "Credential Only" Program. Applicants will be notified in writing of actions regarding admission taken by the Committee.

Only complete application files will be considered. It is the responsibility of the applicant to make certain that the application file is complete and contains the following information:
1. Transcripts from all previous graduate study (photocopies acceptable);
2. Counseling Program Application (including personal statement and other documents);
3. CBEST Score Report (photocopy);
4. Certificate of Clearance (photocopy).

Information regarding the CBEST (California Basic Educational Skills Test) and the Certificate of Clearance may be obtained from the Credentials Office (EDUC 102; 661-654-2110). Also, please note that only a previous graduate degree in "Counseling" is recognized for "Credential Only" status. Previous coursework will be accepted in lieu of required courses only when the previous coursework is demonstrated to have an "educational counseling" focus.

After Admission
Once an applicant is admitted, additional steps must be achieved to successfully matriculate toward the credential.

Ability to Work with People Effectively
Throughout the Pupil Personnel Services Program and prior to completion, the student must continually provide evidence of the ability to interact competently, successfully and ethically with 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 and techniques courses, courses with an experiential focus, or from the supervised fieldwork experiences in the Program. The student is advised that this quality is difficult to evaluate prior to admission; it may become apparent only as the student progresses through the Program. The applicant who recognizes that these skills may be significantly difficult to achieve is urged to consider other career options. Faculty reserve the right to deny approval for Fieldwork/Internship to students who do not demonstrate the ability to work with people effectively as described above.

Fieldwork/Internship Application
A student must submit a completed "Fieldwork Application" form to the Program Coordinator midway through the quarter *prior* to each quarter in which Fieldwork/Internship credit is desired.

Required Courses for Pupil Personnel Services (School Counseling) Credential (72 units)
1. EDCS 502, 505, 510, 515, 525, 532, 540, 570, 581, 601, 605, 645, 650, 681, 691, 692, 693, 697
   Note: The above course list is subject to change based upon changing requirements established by the California Commission on Teacher Credentialing (CCTC) and other accreditation mandates.

Program in Special Education
School of Social Sciences and Education
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Website: www.csub.edu/SSE/specialed
Faculty: Y. Lee, D. McNett, C. Petit

Program Description
The Special Education Program is accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for the Accreditation of Teacher Education (NCATE). The program offers exemplary credential programs in Mild/Moderate and Moderate/Severe Disabilities including an Intern Credential Program. The Program also offers an undergraduate minor in Special Education and a Master of Arts degree in Education with a concentration in Special Education.

The Special Education Credential Program offers two credential area options: (1) Educational Specialist in Mild/Moderate Disabilities; and (2) Educational Specialist in Moderate/Severe Disabilities. These credential options are offered at the main campus and also at the CSUB Antelope Valley campus.

Candidates are required to complete the Preliminary Credential program first and then the complete Clear Induction program in Special Education. The Preliminary Credential is valid for five (5) years. During this time, the candidate must complete the Clear Induction program for a Professional Clear Credential.

Additionally, the Special Education Program offers Intern Credential Programs in either Mild/Moderate Disabilities or in Moderate/Severe Disabilities. Intern candidates are required to complete the Preliminary Intern program and then pursue the Clear Induction program. All requirements for Intern Credential Preliminary Credential Programs are similar to the traditional preliminary credential programs, except for the field experience components.

Candidates may begin the program during any quarter. Orientation and information sessions are offered at the beginning of each quarter. Candidates are required to attend the orientation session prior to submitting application materials. Each candidate is assigned a faculty advisor when admitted to the program, and candidates are required to consult with their advisor in developing the program plan.

Time Limits for Coursework
All Credential coursework must be completed within a 7-year period of time. This time limit requirement means that no more than seven (7) years may elapse between the start of the term for the earliest dated course approved for the Plan of Study and the date the application for recommendation of a credential is approved.

Special Education Program Descriptions

Preliminary Special Education Credential Programs
Admission Requirements:
1. Take/Pass the California Basic Educational Skills Test (CBEST).
2. BA or BS degree with an overall GPA of 2.67 or higher, or 2.75 or higher GPA in the last 90 quarter units.
3. Subject Matter Competency Verification: Evidence of a valid California Teaching credential or Passage of CSET in multiple subject or any core single subject area must be provided.U.S. Constitution course.
4. Complete all required application forms and provide all required documents.
5. Minimum GPA of 2.67 overall or 2.75 last 90 quarter units (Exceptional admission is an option for those not meeting either GPA requirement).
   - References: 3 references from those who know you and your potential for a special education teaching career. Forms are provided in the application packet.
   - Autobiography: Typed 2-3 page description of your characteristics, interests, and motivation to become a special education teacher.

A candidate must maintain a 3.00 or higher GPA in all credential courses to remain in the program. If a candidate earns a grade lower than a "C" in any course, that course must be repeated.

Educational Specialist in Mild/Moderate Disabilities or in Moderate/Severe Disabilities
Candidates may choose an option in either Mild/Moderate Disabilities or Moderate/Severe Disabilities. The prerequisites are the same for both options. However, candidates are required to successfully complete specific courses for the chosen option. Please consult with an academic advisor for this option.

Prerequisites:
- Pre-service coursework and early field experience courses in Elementary or Secondary emphasis: EDTE 300 or CAFS 210.
- EDSP 501, 502, 415.
- Acquisition of CTEL Certificate or equivalent English Learning Authorization (ELA), or the successful completion of: EDTE 410, 416.

Requirements for the Mild/Moderate Disabilities Credential Option

Phase I: Foundation & Basic Understanding

1. **General Education**
   EDTE 410, 416
2. **Special Education**
   EDSP 503, 506

Phase II: Skill Development

1. **General Education**
   EDEL 460, 461
2. **Special Education**
   EDSP 505, 510, 545

Phase III: Field Experience

1. **General Education**
   EDSP 450
2. **Special Education**
   EDSP 625

Requirements for the Moderate/Severe Disabilities Credential Option

Phase I: Foundation & Basic Understanding

1. **General Education**
   EDTE 410, 416
2. **Special Education**
   EDSP 503, 517

Phase II: Skill Development

1. **General Education**
   EDEL 460, 461
2. **Special Education**
   EDSP 505, 510, 632

Phase III: Field Experience - Special Education

1. **General Education**
   EDSP 450
2. **Special Education**
   EDSP 635

Field Experience/Student Teaching and Placement Request

Special Education program candidates are required to complete their field experiences/student teaching in both (a) general education classrooms and (b) special education classrooms after completing all other required courses. The general education student teaching requires at least 100 hours of student teaching in either an elementary classroom or a secondary classroom setting. The special education student teaching requires full-day student teaching for the entire quarter.

The request for field experience/student teaching placements must be submitted to the Field Experience Coordinator/ Department Office by the fifth week of each preceding quarter. The placement request form is available at the Credential's office.

The Special Education student teaching orientation session is typically held on the week before a quarter starts. This is a mandatory meeting for all student teachers. The General Education student teaching seminar information is provided by the student teaching placement office prior to beginning the field experience in the general education classroom.

Professional Clear Special Education Credential Programs Admission Requirements and Prerequisites:

- Successful completion of the Preliminary or Level I Education Specialist Credential and receipt of the Level I or Preliminary Credential.
- Verification of employment in a special education position.
- An overall GPA of 3.00 or better; an overall GPA of 2.75 is needed for Special Admission.
- Acquisition of the CTEL or an equivalent English Learning Authorization (ELA) Certificate or successful completion of EDTE 416 and 410.
- Attend a Clear Induction program orientation meeting held at the beginning of each quarter.

Requirements for the Clear Induction Program

1. **Induction Seminar**
   EDSP 650
2. **Option I: Positive Behavior Support** (Total of 3 courses). Select three courses from the following list:
   EDSP 585, 660, 688, 690
3. **Option II: Specialized Curriculum and Instruction** (Total of 3 courses)
   EDSP 680, 688
   Select one course from the following list:
   EDEL 460, 463, EDSP 585, 660
4. **Option III: Focus on Autism** (Leads to Autism Authorization)
   EDSP 570, 585, 660
5. **Assessment of Professional Competency** (Required for all candidates)
   EDSP 695

Additional Requirements for Candidates with a Level I Credential

Candidates with a Level I credential will meet with a university advisor at their entry to the program and assess their competencies of the contents that are not addressed in the Clear credential program. In addition, Candidates with a Level I credential must meet following statutory requirements.

- **Health Education**: Health requirement can be completed by taking BIOL 220 at CSUB or an equivalent course at other universities.
- **Technology requirement**: Candidates are required to take EDSP 415 at CSUB or an approved university course.
- **CPR**: A valid CPR certificate should be submitted.

Special Education Intern Credential Program

The Special Education Intern Credential Program offers two options: (1) Preliminary Credential and (2) Clear Induction Credential programs in either Mild/Moderate or Moderate/

Severe Disabilities. All required courses for the Preliminary Intern Program are the same as the traditional program requirements except for the field experience requirement. Intern program candidates are required to successfully complete six intern seminars (EDSP 636 A-F) during the two-year span, while traditional program candidates are required to successfully complete student teaching in a general classroom setting (EDSP 450) in addition to student teaching in a special education classroom (EDSP 625 or 635). The Special Education Intern Credential Program is also available at the CSUB Antelope Valley campus.

Prerequisite requirements for the Intern Program:

- Bachelor's Degree.
- Passage of CBEST.
- Subject Matter Competency Verification: Evidence of a valid California Teaching credential or Passage of CSET in multiple subject or any core single subject area must be provided.
- U. S. Constitution.
- Contract or letter of intent to hire from a participating school district.
- Completed Intern Application and other accompanying documents.
- EDTE 300 or CAFS 210 and EDSP 501 and 502. These courses may be taken during the first quarter as an Intern. *The EDTE courses may be taken during Phase I of the intern program.

Requirements for the Intern Credential Programs

1. **Preliminary Intern Credential Program**
   All intern candidates are required to complete all required courses for the Level I program within two years with six (6) intern seminars of EDSP 636 A-F.

Program in Teacher Education
School of Social Sciences and Education
Department Chair: Vacant
Department Office: Education Building, 116
Telephone: (661) 654-3134
email: mwise2@csub.edu
Website: www.csub.edu/SSE/Teacher_Education/
Faculty: T. Alteparmakian, C. Howell, J. Hughes, K. LaGue, C. Larson-McKay, S. Schmidt, R. Schultz, M. Suleiman

DISCLAIMER: Due to ongoing and substantial changes in credential legislation and degree programs in the State of California, please check with an official School of Social Sciences and Education advisor for current information.

Program Description
The programs and services of the Teacher Education Department are directed toward the preparation of teachers who are seeking a basic California credential. The department's mission is to prepare teachers to meet the challenges of a changing world as well as to develop the next generation of educational leaders.

BASIC PRELIMINARY CREDENTIAL PROGRAMS

Multiple Subjects-SB2042 Legislation (Credentials have the English Language Learner Authorization). The Elementary Education program (Multiple Subjects) is designed for individuals who wish to have a teaching career in an elementary school. The Multiple Subjects credential authorizes the holder to teach in a multiple subject or self-contained classroom in the elementary schools.

Single Subject-SB2042 Legislation (Credential have the English Language Learner Authorization). The Secondary Education program (Single Subject) is designed for those individuals who wish to teach at the junior and high school levels.

Time Limits for Coursework
All Credential coursework must be completed within a 7-year period of time. This time limit requirement means that no more than seven (7) years may elapse between the start of the term for the earliest dated course approved for the Plan of Study and the date the application for recommendation of a credential is approved.

Admission Requirements for both Multiple and Single Subject Programs
A student may begin the Credential Program in the Fall, Winter, or Spring quarter. The mandatory Information and Application session is offered each quarter. Please refer to the program brochure for meeting dates and times. Admission criteria are based on the CSU and CCTC guidelines. They include, but are not limited to, the following:

1. **CSUB Admission**
   A student must be admitted to the University in order to continue with the teacher education credential programs.
2. **Class Level**
   Candidates must be senior status (minimum of 135 quarter units) to apply. IBEST (Integrated Baccalaureate for Excellence in Studies and Teaching) students must complete a minimum of 90 quarter units toward a bachelor's degree at the time of application.
3. **Grade Point Average (GPA)**
   To be considered for regular admission, students must have a 2.75 GPA in the last 90 quarter units/60 semester units.

Meeting Subject Matter Competence
1. **Multiple Subjects Program (CSET only)**
   All candidates must pass the California Subject Examinations for Teachers (CSET - Multiple Subjects, subtest I, II & III) **before** admission to the program. For more information go to www.cset.nesinc.com.
2. **Teacher Performance Assessment (TPA)**
   The California Teacher Performance Assessment is a requirement for the Multiple/Single Subjects Teacher Credential Programs. During each of the three quarters of the program, candidates will be expected to complete one or two of the following four TPA tasks: EDTE 401-TPA 1; EDTE 402-TPA 2; EDTE 403-TPA 3; EDTE 404 -TPA 4. The four TPA tasks measure knowledge of Subject Specific Pedagogy (TPA 1), Designing Instruction (TPA 2), Assessing Student Learning (TPA 3); and the ability of teacher candidates to apply the skills acquired in the program during student teaching, Task 4 (TPA 4) Culminating Teaching Experience which requires a 20 minute video demonstration of the candidate's teaching. All but the first task, Subject Specific Pedagogy require candidates complete fieldwork in a classroom.

Single Subject Program
All candidates must complete at least 80% of the subject matter competency in their content area or provide verification of passage of CSET Exam in the appropriate content area (2/3 or 3/4 passage).
1. **Subject matter competence in Single Subject can be achieved in one of two ways:**
   a. **Subject Matter Waiver Programs:** In this option, applicants can meet the subject matter requirement if they have completed a Commission approved subject matter program and obtain a signed waiver letter verifying completion of said program.
   b. **Exam:** In this option, applicants can meet subject matter competence if they have passed all subtests of the CSET in the subject area they wish to obtain a teaching credential. Information about the exam can be found at www.cset.nesinc.com.

2. **Fingerprint Clearance**
   A valid Certificate of Clearance or Substitute permit issued by the California Commission on Teacher Credentialing.
3. **Tuberculin Clearance (TB)**
   Current certificate of freedom of tuberculosis.
4. **U. S. Constitution**
   A course covering the U. S. Constitution or exam
5. **Professional Liability Insurance**
   This can be purchased at the cashier's window or online.
6. **Oral Interview**
   Students must sign up for a scheduled interview during the Group Information and Application Meeting.
7. **Writing Assessment**
   This will be completed at the end of the Group Interview session.
8. **Program Plan of Studies**
   This will be completed upon admission into the Credential Program.

Multiple Subject Credential Program
A student may begin the Multiple Subject Credential Program in the Fall, Winter, or Spring.

1. **Application Requirements**
   To apply for a Preliminary Credential, the California Commission on Teacher Credentialing (CCTC) requires the following:
   - BA/BS degree from an accredited University.
   - Passage of CBEST exam.
   - Passage of the CSET (MS) Exam.
   - Passage of the RICA exam.
   - **CBEST:** All candidates must have taken the California Basic Education Skills Test (CBEST) **before** applying to the program. Proof of passage of the CBEST must be submitted at the time of application to Stage III Student Teaching. For more information go to www.cbest.nesinc.com.

Note: Program requirements may change based on evolving nature of state credentialing guidelines.

Requirements for the Multiple Subject Teacher Credential Program
The following list of courses represents the required coursework for a Multiple Subject Credential. A student must maintain an overall GPA of 3.00 or above in credential courses to remain in the program and to advance to student teaching. A course with a grade lower than a "C" must be repeated.

1. **Prerequisites**
   Preliminary program requirements must be completed or in progress at the time of application to the Multiple Subject Credential Program.
2. **Course Sequence**
   Candidates in the Multiple Subject Credential Program will take the following courses in the sequence listed below.

Total Units Required to Graduate	**55 units**
Prerequisite Requirement	**3 units**
EDTE 300	3 units

**In addition to lectures and discussions, candidates are required to fulfill 45 hours of fieldwork at a local elementary school district.

Requirements for Technology Proficiency Certification
For CTAP Level 1 take EDTE 415 (recommended); or EDCI 579 or LBST 290 or 390

1. **Foundational Requirements** (10 units)
   EDSP 301, EDTE 410, 416
2. **Core Program Courses** (42 units)
   Stage I: EDTE 401, 415, EDEL 460, 461, 462,
   Stage II: EDEL 463, 464, 465, EDTE 402
   Stage III: EDEL 499, EDTE 403, 404

Multiple Subject Intern Program
This program is designed for candidates who are currently employed in a self-contained, multiple subjects classroom. After admission to the intern program, candidates enroll in a sequence of coursework designed to enhance their teaching effectiveness. Interns are assigned an Intern Advisor who oversees their academic progress in the program. After admission to the program, a peer coach and university supervisor is assigned to the intern teacher. These individuals provide ongoing support and guidance at the school site. University supervisors conduct an evaluation of the intern's teaching and provide feedback for growth and improvement. For additional information, please contact the Credentials Office at 661-654-6744.

Integrated Baccalaureate for Excellence in Studies and Teaching (IBEST)
The Integrated Baccalaureate for Excellence in Studies and Teaching, or IBEST, is an integrated program for improving the quality of teacher education for prospective K-6 teachers. The IBEST program is designed for candidates who have made the decision to teach in grades K-6 at the beginning of their college career and who are able to commit to full-time enrollment during the day. Candidates will receive both their baccalaureate degree in Liberal Studies and a preliminary multiple subjects credential upon completion of the program. Additional information can be obtained at the Liberal Studies Office, Education Building, Room 104, 661-654-3337.

SINGLE SUBJECT CREDENTIAL PROGRAM

Candidates may begin the Single Subject Credential Program in the Fall, Winter, or Spring quarters.

1. **Application Requirements**

To apply for a Preliminary Credential, the California Commission on Teacher Credentialing (CCTC) requires the following:

- BA/BS degree from an accredited university.
- Passage of the CSET Exam or waiver program.

- Passage of CBEST exam.
- A course covering the US Constitution - or exam.
- Completion of an accredited teacher preparation program, including supervised student teaching.
- Certification for CPR - Infant, Child & Adult.
- Pass all Teacher Performance Assessment (TPA) Exams.

2. **CBEST:** All candidates must take the California Basic Education Skills Test (CBEST) **before** applying to the program. Proof of passage of the CBEST must be submitted at the time of application to Stage III Student Teaching. For more information go to www.cbest.nesinc.com/

Requirements for the Single Subject Teacher Credential Program

1. **Course Sequence**
   The following list of courses represents the required coursework for a Single Subject Teaching Credential. Candidates must maintain an overall GPA of 3.00 or above in credential courses to remain in the program. A course with a grade lower than a "C" must be repeated.
2. **Prerequisites**
   Preliminary program requirements may be completed or in progress at the time of admission to the Credential Program.

Total Units Required to Graduate	**51 units**
Prerequisite Requirement	**3 units**
EDTE 300	3 units

**In addition to lectures and discussions, candidates are required to fulfill 45 hours of fieldwork at a local high school district.

Requirements for Technology Proficiency Certification
For CTAP Level 1 take EDTE 415 (recommended); or EDCI 579 or LBST 290 or 390

1. **Foundational Requirements** (10 units)
   EDSP 301, EDTE 410, 416
2. **Core Program Courses** (38 units)
   Stage I: EDTE 401, 415, EDSE 531, 532
   Stage II: EDSE 533, 534, 535, EDTE 402
   Stage III: EDSE 599, EDTE 403 and 404

Single Subject Student Teaching
To begin student teaching, candidates MUST: (1) Complete all program courses (2) be 100% Subject Matter Competent, (3) Pass the CBEST, (4) Have a current TB certificate, liability insurance, and fingerprint clearance on file, (5) Have submitted a student teaching placement request form (due the 5th week of the quarter during Stage II, (6) Received a placement assignment letter, and (7) Attended a mandatory student teaching orientation.

Student Teaching is the second most critical component of the Single Subject program and consists of all-day student teaching, which occurs over one quarter or a ten-week period in which the student teacher teaches in his or her subject area and is supervised by a university supervisor under the guidance of a master teacher. Candidates receive oral and written feedback from their supervisor and master teachers; and, keep a teaching journal of lessons and reflections. Candidates are required to attend university seminars during student teaching.

Single Subject Intern Program
Interns are on-the-job trainees who are taking classes as they teach. Intern teaching occurs throughout the program rather than at the end of the program as in the case of traditional student teaching. Interns receive support from a university supervisor and peer coach and are required to attend university seminars and professional development activities required by their school district. To participate in the intern program, candidates must have an employment contract with a local school district and meet CSUB's admission and Single Subject program requirements (please see brochure for details).

School of Social Sciences and Education Programs Offered at Antelope Valley
The Teacher Education Department, within the School of Social Sciences and Education at California State University, Bakersfield, offers the following credential programs in the Antelope Valley:

- Intern, Preliminary Multiple Subject Credential with ELL Authorization.
- Intern, Preliminary and Single Subject Credential with ELL Authorization; and
- Intern, Preliminary and Professional Clear Specialist Credential (Mild/Moderate and Moderate/Severe).

Candidates are expected to attend an orientation session at least one-quarter prior to applying to a credential program. These sessions are held on the CSUB Bakersfield and Antelope Valley Campuses Criteria, fees and requirements for admission to the University and admission to School of Social Sciences and Education credential programs are the same as for the main campus. Please refer to individual credential program areas (in this University Catalog) for application information, admission requirements and specific program requirements.

The course sequence for Credential Programs offered at the Antelope Valley Campus is the same as the CSUB main campus for Stage I, Stage II and Stage III. Candidates must maintain a 3.00 or better GPA in all credential course work to remain in the program. Student teaching placements are arranged by the credential program coordinator for candidates to participate in school districts located in the Antelope Valley.

All application and registration materials, including the Quarterly Schedule of Classes, may be obtained at the CSUB Antelope Valley Campus, 43090 – 30th Street West, Lancaster, California, 93536 or phone 661-952-5080.

Department of English
School of Arts and Humanities
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Faculty: S. Adjaye, M. Ayuso, B. Bartholomew, R. Brummett, R. Carlisle, E. Case, C. Dell'Amico K. Flachmann, M. Flachmann, S. Frye, R. Hewett, B. Hughes, G. Hudson, S. Iyasere, M. MacArthur, C. MacQuarrie, S. Stafinbil, J. Titus, A. Troup, V. Turner, M. Woodman
Emeriti: S. Carter, L. Clymer, V. Lasseter, M. Pawlowski, J. Spencer, R. Stockton

Program Description
The Master of Arts in English provides: (1) a carefully planned and integrated program ensuring a foundation of professional skills through a common core of courses; (2) some uniform degree of coverage in the areas of British and American literature; (3) more intensive training in reading, critical analysis, research, and writing than is possible in undergraduate work, and (4) breadth through an emphasis on the fields of literature, language, and composition.

To meet these objectives, the English graduate program has been designed primarily to provide: (1) a well-balanced program for those who wish to terminate their studies at the master's level and whose primary aim is to teach in a community college; (2) advanced training for teachers who wish to improve their professional skills and status; (3) a variety of courses for students who plan to continue towards the Ph.D. degree at another institution, and (4) continuing education for those who wish to extend their knowledge as an end in itself through an interesting and stimulating series of classes in literature, criticism, language, as well as the teaching of composition and English as a Second Language.

The MA qualifies students to teach in the California community college system or secondary schools as well as prepares them for careers in editing, advertising, and public information.

APPLICATION AND ADMISSION

Application Procedure
Persons seeking graduate study in English must apply for admission to the University Office of Admissions. Applications are available online. Admission to graduate study by the university does not constitute acceptance into the English MA Program.

Students must also notify the English Department's Graduate Program Coordinator of their intention to pursue the MA degree. The Graduate Coordinator will familiarize the student with the requirements and timetable of the MA Program. Students wishing to pursue graduate studies culminating in a master's degree in English must file an application with the Department of English. To obtain this application, students may write to the Graduate Program Coordinator of the Department of English, or they may go to the web site described above. Although the application asks for scores for the Graduate Record Examination, students need not fill out that section.

Admissions Requirements
Admission to the graduate program leading to the Master of Arts in English requires the following:
1. A baccalaureate degree in English from an accredited college or university, including two period courses and the equivalents of ENGL 300, ENGL/LING 319, ENGL/LING 414;
2. A 3.0 GPA (A=4.0) for the last 90 quarter units (60 semester units) attempted and a 3.0 GPA in upper division English courses;
3. A combined score of 1000 on both the verbal measure of the Graduate Record Exam General Test and the Literature in English Subject Exam, with a minimum of 500 on the verbal measure for those students who do not fulfill the minimal GPA requirement described in point 2;
4. Submission of the graduate program's application form, which is available online.
5. For international students whose first language is not English, **a TOEFL score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL).** Documentation must be provided in original form by the testing institution; copies submitted by the applicant are not acceptable.

Students who have a baccalaureate degree in a subject other than English must complete the eight-course (40 units) undergraduate core requirements for English with a GPA of 3.00 before being considered for admission to the master's degree program in English. The undergraduate core requirements are described below. All courses are to be selected in consultation with the Graduate Program Coordinator for English.
1. ENGL 300
2. One course in a major figure or group: ENGL 325, 335, 336, 337, or 375
3. One course in the structure of English: ENGL/LING 319
4. One course in the history of the language: ENGL/LING 414
5. One course from the period 450-1785: ENGL 320, 330, or 340
6. One course from the period 1785 to the present: ENGL 350, 351, 360, 361, 380, 381, or 382
7. One genre course: ENGL 475, 476, 478, or 404
8. Any other upper division literature course

Classification of Graduate Students
There are three classifications for students in the English graduate program:

Classified
A student who meets all the requirements for admission to the master's degree program in English will be admitted as a Classified Graduate Student. A Classified Graduate Student may take any graduate-level course meeting the requirements of his or her plan of study as long as the appropriate prerequisites have been met.

Conditionally Classified
A student who meets most but not all of the requirements for admission as a Classified Graduate Student may be admitted as a Conditionally Classified Graduate Student. The Graduate Committee for English will determine the conditions which the student must meet in order to be advanced to Classified Graduate Student status. A Conditionally Classified Graduate Student may take no more than two five-unit courses that count towards the requirements for the MA in English while meeting the specified conditions.

Candidacy
Classified students who have maintained a 3.25 GPA will be advanced to candidacy in the term in which they intend to graduate.

Academic Advising
It is essential that MA students stay in contact with the Graduate Program Coordinator, so the department can provide current information to help the student move expeditiously through the program. It is the student's responsibility, in consultation with the Graduate Program Coordinator, to choose appropriate courses and to organize a thesis or examination committee. Meeting with the Graduate Program Coordinator is an important first step in the MA program. The Graduate Program Coordinator advises and guides students during the period of graduate study and responds to any misgivings students may have while in the program. Students have a responsibility to schedule regular meetings with the Graduate Program Coordinator.

Committee Selection
Each MA student in English must have a committee, either to provide examinations or to read and guide the thesis. The Graduate Program Coordinator can provide assistance in forming an MA committee.

Program Requirements
Note: Students who wish to pursue the doctorate in English are strongly encouraged to begin or continue the study of one or more foreign languages. Courses in French and Spanish are available at CSUB in the Department of Modern Languages and Literatures.

Each master's candidate must complete a minimum of nine English graduate courses of five units each plus two three-unit courses (ENGL 500 and either ENGL 690 or ENGL 691). Students must earn a GPA of 3.0 (B) or better. (No course in which the student receives less than a "B-" (2.7) will count toward the degree.)

Requirements for the Master of Arts in English
1. ENGL 500 Must be taken as one of the student's first three graduate English courses.
2. ENGL 515 **or** 518
3. ENGL 570

The remaining class requirements are divided into seven groups marked with Roman numerals below, which are in turn divided into twelve fields. Students take one class to fulfill each group, meaning that most students will not take classes in five of the twelve fields. The content of the missing fields constitutes the material for the comprehensive examination.

I. 1. ENGL 525
   2. ENGL 533 **or** 535
II. 3. ENGL 541 **or** 576
III. 4. ENGL 552
   5. ENGL 564 **or** 565 **or** 568
IV. 6. ENGL 582 **or** 583
   7. ENGL 584 **or** 585 **or** 580
V. 8. ENGL 504
   9. ENGL 505
VI. 10. ENGL 506 **or** 578
   11. ENGL 507 **or** 508
VII. 12. ENGL 565 **or** 580

4. ENGL 690 **or** 691
   Upon completion of all course work, students enroll in ENGL 690 or 691. ENGL 690 is an independent reading which culminates in a written comprehensive examination based on the department's standardized reading list. Students study the fields in which they have not had a class. The examination must be passed with a grade of "B-" (2.7) or better, and it may be taken no more than two times.

Undergraduate Courses for Graduate Credit
Graduate students normally will take courses from those numbered in the 500-600 level series, but they may substitute one or two 300- or 400-level classes (supplemented by additional graduate-level work) with the permission of the instructor and the Graduate Program Coordinator. Also with the approval of the instructor of the class and the Graduate Program Coordinator, graduate students may take up to two graduate courses in independent study mode; however, ENGL 500, 515, 518, and 570 are not available through independent study mode.

Additional Requirements

Writing Competency Requirement

All graduate students must satisfy the Graduation Writing Assessment Requirement (GWAR) as soon as possible, unless they have already done so as undergraduates or graduates at CSUB or at another California State University. This requirement may be met by passing the regularly scheduled examination or by successfully completing ENGL 305, or 310, or 311; this requirement must be satisfied before the student may take the final comprehensive examination.

Time Limitation on Course Requirements

State law mandates a seven-year limitation on course credits. Students who fail to complete their degree programs within the seven-year limit may petition the Department's Graduate Committee to permit the revalidating of outdated courses. If granted, such revalidation will normally require an oral or written examination on the course content supervised by a specialist in the field.

ADDITIONAL PROGRAMS

Teaching Assistant Program in Writing

The Teaching Assistant Program in Writing begins with a one-quarter apprenticeship in a composition course or courses in the department. If the faculty mentor's evaluations are positive and enrollment is sufficient, the student will be assigned to his or her own class for a maximum of three quarters. Students are required to take ENGL 600 in conjunction with their apprenticeship. Prerequisites for the Teaching Assistant Program in Writing are: (1) completion of ENGL 506 with a grade of "B+" (3.3) or better, (2) completion of 20 hours of tutoring, (3) advancement to classified status, and (4) graduate GPA of at least 3.5.

Teaching Assistant Program in Literature

The Teaching Assistant Program in Literature begins with a one-quarter apprenticeship in a literature course in the department. If the faculty mentor's evaluations are positive, the student may apply to work as a teaching assistant for an instructor in ENGL 101. Students are required to take ENGL 600 (3) in conjunction with their apprenticeship. Prerequisite: ENGL 578 with a grade of "B+" (3.3) or better.

Post-Baccalaureate Certificate in Writing

Certifies the completion of specialized training in writing by those who hold a BA or an MA 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, ENGL 504, 505, and 506, and one course chosen from either ENGL 507 or 508.

Post-Baccalaureate Certificate in TESOL (Teaching English to Speakers of Other Languages)

Certifies the completion of specialized training in the teaching of English to speakers of other languages (TESOL) by those who hold a BA or an MA degree, whether or not they are involved in a graduate degree program. Candidates for this certificate program must complete with a "B-" or better five specific graduate courses, ENGL 590, 591, 592, 593, and 594, an observation practicum, ENGL 595, and a teaching practicum, ENGL 596.

The TESOL Certificate is offered through the Extended University Division.

Department of Geological Sciences
School of Natural Sciences, Mathematics, and Engineering
Department Chair: Janice Gillespie
Program Coordinator: Dr. Dirk Baron
Program Office: Science Building II, 333
Telephone: (661) 654-3044
email: dbaron@csub.edu
Website: www.csub.edu/Geology
Faculty: G. Andrews, D. Baron, J. Gillespie, R. Horton, C. Krugh, R. Negrini
Emeritus: J. Coash

Program Description
The Department of Geological Sciences offers a comprehensive graduate program leading to the Master of Science in Geological Sciences degree. A Petroleum Geology and a Hydrogeology option are available for the MS degree. The program is intended to prepare students for professional positions in the petroleum industry, the environmental and geotechnical consulting industries, government agencies, and for graduate studies at the doctoral level. A broad range of faculty research interests, the proximity of the campus to the petroleum industry, easy access to diverse geological environments, and a range of modern research facilities permit the student to select from a wide spectrum of research topics.

Research facilities include: (1) a Hitachi S-3400 variable pressure scanning electron microscope equipped with Oxford Inca energy-dispersive and wavelength-dispersive x-ray spectrometers, iXRF micro-x-ray fluourescence source and Gatan ChromaCL live-color catholuminescence imaging system; (2) a geochemistry lab with a Perkin Elmer Elan 6100 ICP-MS, a Cetac LSX-200 Laser Ablation system, a microwave digester, an ion chromatograph, and a GC/MS; (3) complete facilities for rock-sample cutting and crushing, mineral separation, and sample preparation, (4) petrographic microscopes including luminescence and epifluorescence; (5) geophysics equipment including a paleomagnetism lab, 12-channel seismograph, magnetometer, gravimeter, and electrical resistivity meter; (6) a Rigaku x-ray diffractometer; (7) a PC lab with software including GeoGraphix and ArcGIS for petroleum reservoir modeling and geographical information systems (GIS), and industry-provided seismic datasets; (8) a sediment core laboratory with a UIC CM150 carbon coulometer, a Costech 4010 CNOSH Elemental Analyzer and a Malvern Mastersizer 2000 particle size analyzer; (9) a refrigerated core storage and sampling laboratory; and (10) a wide range of field hydrology equipment. The California Well Core Sample Repository, containing cores and samples from more than 5,000 wells from both on- and offshore California and 1,500 catalogued micropaleontological samples, is located on campus.

Post-Baccalaureate Certificate in Hydrogeology
In addition to the MS degree, the Department of Geological Sciences offers a post-baccalaureate Certificate in Hydrogeology. The certificate is designed primarily to give professionals additional training in Hydrogeology and Hydrogeochemistry.

APPLICATION PROCESS AND PROGRAM REQUIREMENTS

Application for the Master of Science in Geological Sciences
Persons seeking an MS in Geological Sciences must apply to the University and the Geological Sciences Department through CSU Mentor (www.csumentor.edu) by March 1st. Students will receive a single letter from the University indicating admission into CSUB and into the Graduate Program, including any additional requirements necessary to begin graduate studies.

After admission by the Graduate Committee of the Department, the Graduate Program Coordinator serves as adviser. Once the student embarks on the MS Thesis research, the faculty member directing the research project will serve as advisor. Once a student has started on the MS Thesis research project, the research adviser will assemble a thesis committee. Academic advising is available through the Graduate Program Coordinator and the research adviser of the student.

Admission Requirements for the Master of Science in Geological Sciences
1. An acceptable baccalaureate degree from an accredited institution.
2. 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.
3. 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.

Classification of Graduate Students
Classified Standing
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.

1. Completion of 60 units in Geology; the last 40 units must be courses above the introductory level. Required courses (or their equivalents) are GEOL 303, 309 and 306 and 307 and a summer field course in Geology.
2. Completion of the following prerequisite courses in cognate areas: CHEM 211, 211L, 212, 212L, PHYS 201 or 221, PHYS 202 or 222, MATH 140 or PHYS 203, MATH 201 or 211, MATH 202 or 212.
3. Satisfactory completion of examinations or course work which may be assigned by the Graduate Committee of the Department.
4. Formal acceptance of the student's Plan of Study by the Graduate Committee of the Department.

Conditionally Classified Standing

Applicants may be admitted as Conditionally Classified Graduate Student if, in the judgment of the Graduate Committee, the applicant has potential for successful completion of all the "conditions" specified by the faculty committee for admission as a Classified Graduate Student and potential for successful completion of all the requirements for the graduate program. Upon satisfactory completion of all "conditions" specified by the Committee, the student's status will be administratively changed to Classified Graduate Student. **Note:** No more than three courses (15 units) may be taken for graduate credit until all prerequisites have been satisfied.

Time limits have been set for completion of requirements at each level of status. Advancement to Classified Status must be accomplished within two calendar years after acceptance as a Conditionally Classified Student.

All requirements, and graduation, must be completed within five calendar years after formal acceptance to the graduate program. The five-year time limit may be extended by petition to the Graduate Committee of the Department.

Completion of all requirements for the Master of Science in Geological Sciences requires satisfactory completion of all courses in an approved Plan of Study, maintenance of a 3.0 GPA in those courses, and either satisfactory completion of a thesis, including oral examination and any revisions required by the Thesis Committee or Departmental Graduate Committee, or completion of the non-thesis track described below. Students must commit to thesis or non-thesis track prior to the completion of 15 units of coursework. All courses are 5 units unless otherwise noted. Note that at least 60% of the coursework must be at the 500 level or higher.

Requirements for the Master of Science in Geological Sciences

Thesis track (45 units)

A minimum of 45 units of course work is required for the MS in Geological Sciences.

1. The following courses are required of all students: GEOL 606, 604 or 609, 585, 690A and 690B.
   a. For students choosing the **Petroleum Geology** option the following courses are required: GEOL 460 and 570.
   b. For students choosing the **Hydrogeology** concentration (this concentration will appear on the diploma) the following courses are required: GEOL 475 and 555.
2. All students need at least 15 additional units from the following (all courses are 5 units credit unless noted): GEOL 420, 450, 460, 475, 477 (variable credit), 515, 525, 555, 570, 577 (variable credit), 580 (variable credit), 604, 605, 606, 607, 609, 610, 625, 650. Appropriate graduate level classes in related fields subject to approval by Department.

Requirements for the Master of Science in Geological Sciences

Non-thesis track (50 units)

1. The following courses are required of all students: GEOL 601, 604, 607, 680 and 675 or 678.
2. A minimum of 35 credits from: GEOL 420, 450, 475, 477, 515, 525, 555, 570, 575, 577, 580, 605, 606, 625, 650, 675, 677, 678, MATH 415, 440.

In addition to the above requirements, students may also wish to consider the following courses to supplement their degree: ERM 301, 302, 310, 320.

Application for Professional Certificate in Hydrogeology

Applicants must be accepted as post-baccalaureate students at CSUB. Admission Requirements for Certificate in Hydrogeology Applicants should have a BA or BS in Geology or a directly related field. Applicants in related fields should have completed course work in Physical and Historical Geology, Stratigraphy and Sedimentation, Structural Geology, and one year each of college chemistry, physics and calculus. Some of the courses in the Certificate program may have additional prerequisites.

Requirements for Certificate in Hydrogeology

The certificate will require at least 25 units of credit, 15 units of which must be completed at the CSUB campus, and shall be composed of the following required and elective courses.

1. Courses required for a certificate in Hydrogeology are: GEOL 475, 525 and 555.
2. A minimum of two courses (10 units) are to be selected from the following: GEOL 420, 477 when pertinent (variable credit), 580 (variable credit), 625, 650, 577/677 when pertinent (variable credit).

Department of History
School of Arts and Humanities
Department Chair: Jeanne Harrie
Program Coordinator: Douglas W. Dodd
Program Office: Faculty Towers, 304E
Telephone: (661) 654-6815
email: ddodd@csub.edu
Website: www.csub.edu/history/ma.htx
Faculty: M. Baker, M. Dhada, D. Dodd, J. Harrie, C. Murphy, C. Orliski, A. Rodriquez, M. R. Vivian
Emeriti: R. Dolkart, J. George, C. Litzinger, O. Rink, F. Wood

Program Description
Pursuing a graduate degree in history should be enriching both personally and professionally, equipping the individual with a deeper understanding of the past as well as providing an appreciation of the complexities of the present. From a professional perspective, it opens the door to a number of careers. A Master of Arts degree in History is usually a requirement for teaching the subject at community colleges, and it provides an excellent complement for teaching the history/social science framework at the high school level. Students completing the MA program will have developed critical, analytical, and writing skills that are of value in various fields. They will have received what is widely considered an excellent preparation for careers in public relations, journalism, law, politics, and the civil service. For those considering a Ph.D. in history, and eventually teaching at the university level, the MA program gives students a taste of what is involved and prepares them for doctoral work. Although the program does not require knowledge of a foreign language, students are strongly encouraged to develop a reading ability in a language other than English.

The MA program in History at CSUB offers two options or tracks: examination or thesis (see "Program Tracks" below).

Application Process and Admission
Those persons seeking a Master of Arts degree in History must apply for graduate study to both the History Department (the application is available online or from the department) and the university Office of Admissions (the application is available online at www.csumentor.edu). Admission to the university does not constitute acceptance into the History MA Program as a graduate student.

Admission Requirements
The following criteria must be met for admission as a Classified Graduate Student in History:

1. A baccalaureate degree in history from an accredited college or university; if it is not in history, students may be asked to take up to four upper-division undergraduate courses at CSUB and thereafter be assessed by the History Graduate Committee before being formally admitted as a Classified Graduate Student;
2. Good academic standing at the last college or university attended;
3. Transcripts showing an overall 3.0 GPA in the last 90 quarter units (60 semester units) of the last two years of college or university coursework;
4. A letter of intent;
5. Evidence of historical writing (preferably an upper-division research paper, demonstrating your research and analytical skills);
6. Two letters of recommendation, from academic instructors when possible.

The History MA program at CSUB does NOT require the GRE exam.

Classification of Graduate Students
There are three classifications for students in the History graduate program:

Classified Standing
A student who meets all the requirements for admission to the MA program in History will be admitted as a Classified Graduate Student.

Conditionally Classified Standing
Students who have been accepted into the History MA program by the History Department will be conditionally classified when the department admissions committee requires them to take up to four (4) courses for preparatory work (most often in the case of non-history majors).

Advanced to Candidacy
Classified students who have maintained a 3.25 GPA and have satisfied the Graduation Writing Assessment Requirement (GWAR) will be advanced to candidacy in the term in which they intend to graduate. Upon admission to the university and graduate-level study in the History Department, students should discuss with the Graduate Program Coordinator their plans to fulfill the requirements of the MA Program. It is the student's responsibility, in consultation with the appropriate faculty members, to choose an MA track, fields of study, and to organize a thesis or examination committee.

Committee Selection
Each MA student in History must have a committee, either to provide examinations or to read and guide the thesis. The Graduate Program Coordinator can provide assistance in forming an MA committee.

Academic Advising
It is essential that the MA student stay in contact with the Graduate Program Coordinator and the committee chair, so that the department can provide current information to help the student move expeditiously through the program.

Requirements for the Master of Arts in History
Program Tracks
There are two tracks leading to an MA degree in History: the examination track and the thesis track. **Both tracks require 45 units of course work and HIST 697 (1-5 units) or HIST 698 (1-5 units), for a total of 46 to 50 units.** HIST 697 and 698 are credit, no-credit courses. Graduate students are encouraged to earn as many units as possible in 500- or 600-level courses. A maximum of 20 units, however, may be earned in 400-level courses. Graduate credit in a 400-level course requires submission of a "Petition for Graduate Credit," signed by the instructor and Graduate Program Coordinator, indicating what additional work is required for graduate credit to be awarded.

Once students decide on a track, they should secure the appropriate Plan of Study from the History Department office. This Plan of Study, which will be kept in individual students' files, will formally indicate committee members, coursework leading to the MA degree, date of classification, and satisfaction of the GWAR (see below).

Graduation Writing Assessment Requirement (GWAR)
All MA candidates must demonstrate writing competency at the upper-division level. The requirement can be satisfied in one of two ways: take HIST 300; or take the university's waiver exam, offered once per quarter through the English Department. (Details on the GWAR are available at: http://www.csub.edu/testing/gwar.shtml)

Waiver of GWAR
MA students may be exempted from the GWAR if the following apply:
1. The student has graduated from a CSU or UC since 1980.
2. The student earned the following score on a standardized test taken since 1980: CBEST—41 or higher on the writing portion; GMAT—4.5 or higher on the writing portion; GRE—4.5 or higher on the analytic writing portion of the GRE General Test.
3. The student has had one or more articles published as a first author in a refereed professional journal (student must submit their work to the chair of the university-wide GWAR committee with a formal request to waive the GWAR).
4. The student already holds an MA or MS in any discipline that included a master's thesis or project (student must submit their work to the chair of the university-wide GWAR committee with a formal request to waive the GWAR).

Examination Track
Students interested in teaching at the high school or community college level are advised to follow this track. It generally is completed in less time than the thesis track and provides students with a broad base of knowledge and bibliography that will be of significant value when they are preparing courses in their teaching career. Students, who select the examination track at the time of application for classification, must designate *one* primary field and *one* secondary field. Any primary field may also serve as a secondary field.

Examination Fields
Primary:
- American History: Colonial to Reconstruction
- American History: Since Reconstruction
- California and the American West
- Modern Europe Since 1789

Secondary:
- Ancient Mediterranean
- Medieval Europe
- Early Modern Europe
- Latin America
- Modern East Asia
- Public History

Examination Committee
The examination committee will consist of one History Department faculty member from the chosen primary field, one History Department faculty member from the chosen secondary field, and one additional member chosen in consultation with the Graduate Program Coordinator and the other committee members. The committee will help students determine the courses they need in order to prepare for MA exams. The committee also will conduct both written and oral examinations. The examination results will be forwarded to the Graduate Program Coordinator, using the following grading scale: Honors, Pass, or Fail.

Written Examinations
Students who have maintained at least a 3.25 GPA in their graduate coursework should obtain the signature of their committee chair prior to taking their exams, and must be enrolled in the university in HIST 698 in the quarter in which they take the exams. MA candidates are required to take a five-hour examination in the primary field and a three-hour examination in the secondary field. The exams are scheduled over a one-week period and are offered once a quarter. *(Note: No student shall be permitted to take an examination in a field in which he or she has not had formal course work.)* Any failed examination may be repeated one time within the following 12-month period.

Oral Examination
After passing each of the written examinations, students will undergo a 90-minute oral examination. The faculty member responsible for the primary field will preside. The oral examination may be repeated one time, if necessary, within the following 12-month period.

Thesis Track
Students are reminded that a good master's thesis is a significant piece of written work, usually requiring research in primary sources. Because primary sources are scarce at CSUB, the choice of thesis topics is severely limited, and students need to assure the Department Graduate Committee that source material necessary to the topic is available. The thesis topic should be selected at the time of achieving Classified Status in order to ensure the maximum amount of time for completion. Research for the master's thesis or project that involves data from/about human subjects may be required to be reviewed and approved by the Institutional Review Board for Human Subjects Research (IRB/HSR).

Course Work
Because department graduate offerings are designed with the examination track student in mind, it is expected that thesis track students will earn many of the required units in individual study courses. Such courses shall be specifically designed in consultation with the thesis director to emphasize research techniques and to prepare the student for writing the thesis.

Thesis Proposal
Students should meet with their thesis director and discuss in detail their subject, the elements of a thesis, and the sources to be examined before submission of the thesis proposal. The proposal, accompanied by chapter descriptions and a bibliography, shall be submitted to the thesis director and approved by the thesis committee no later than one quarter before enrolling in HIST 697. The names of the thesis committee members should be submitted at the same time.

Thesis Committee
The thesis committee shall consist of three faculty readers: the specialist reader and two others. If the thesis topic involves expertise in another discipline, one reader may be chosen from that discipline with the approval of the thesis director and the Department Graduate Committee. The thesis committee will judge whether or not the thesis represents sound research and will ensure that it meets the standards of the profession in originality, scholarship, and written English.

Course Requirements
Students seeking a History MA must complete 45 units of coursework, plus 1 to 5 units of HIST 697 or 698 for a total of 46 to 50 units. Two of these courses must be HIST 501 and 503.

Good Academic Standing
To remain in good standing in the program, a student must attain a 3.25 GPA in HIST 501, 503, and the first additional 500-level he or she takes. A student who does not do so may not continue in the program.

Transfer Credit
Credit for graduate courses from other institutions (maximum of 13.5 quarter units) will be considered by the Graduate Program Coordinator and the Department Graduate Committee.

Program in Interdisciplinary Studies
Program Administrator: AVP Academic Programs
Program Coordinator: Dr. Carl Kemnitz
Program Office: Education Building, 242
Telephone: (661) 654-3420
email: ckemnitz@csub.edu
Faculty: All faculty members affiliated with any CSUB graduate program.

Program Description
The Master of Arts in Interdisciplinary Studies provides an opportunity for students who wish to pursue special interests or career goals that are not met by existing graduate programs. For this student, the Master of Arts in Interdisciplinary Studies offers the opportunity to create a unique master's degree program that is not otherwise available among the current graduate programs at CSUB.

This individualized master's degree program requires a minimum of 45 quarter units, although some individual programs of study may require additional units. At least 35 quarter units must be earned by taking graduate courses (courses numbered 500 or 600). The individualized graduate Plan of Study is expected to be academically challenging involving two or more disciplines that relate to an identified coherent theme. The Plan of Study should lead the student beyond cursory knowledge of disciplines to a substantive inquiry that connects and synthesizes various perspectives, theories, and/or skills. This interdisciplinary degree program is suitable only for students who are self-motivated and independent, who are able to clearly delineate the objective(s) of their studies, and who have a professional and/or academic background which will allow advanced study in the disciplines combined in the proposed program.

This interdisciplinary studies degree program can be structured to suit specific professional/career needs and be tailored to meet idiosyncratic academic objectives. While it is not possible to predict the employment opportunities for graduates of such a program, the MA in Interdisciplinary Studies provides a vehicle for meeting the needs of students with unusual, creative, and interdisciplinary academic and/or professional goals. Use of the MA in Interdisciplinary Studies for purposes of professional accreditation/licensure should be validated with the appropriate agency to ensure that the program meets the needed professional requirements.

Selection of the Program Committee Chair
Selection of a Program Committee Chair is an important first step in the Master of Arts in Interdisciplinary Studies program. The Chair is critical to the development of the student's Plan of Study. He/she should ordinarily represent the primary field of study in which the majority of the coursework will be taken. The Chair advises and guides students during the period of graduate study. Students have a responsibility to schedule regular meetings with their Chair. Since this relationship is crucial in assisting students complete the graduate program, they need to choose a faculty member with whom they can have a close rapport and whose specialty is nearest to their own scholarly interests.

Committee Selection
Each MA student must have a Committee to read and guide the development of the graduate project or thesis. The student's Program Committee Chair and/or the AVP for Academic Programs can provide assistance in forming the MA committee.

Academic Advising
It is essential that the graduate student stay in contact with the AVP for Academic Programs and especially his/her Program Committee Chair, to help the student move expeditiously through the program and to ensure satisfactory completion of the Plan of Study.

APPLICATION AND ADMISSION

Application Procedure
Students seeking the Master of Arts degree in Interdisciplinary Studies must apply to the University and must contact the Office of the AVP for Academic Programs for additional information and application materials.

Admission Requirements
To be considered for admission to the graduate program in Interdisciplinary Studies, the student must:

1. Have a baccalaureate degree from an accredited four-year college or university. Previous course work or self-study must be deemed satisfactory and acceptable by the Program Committee.
2. Have a minimum GPA of 3.00 (A=4.00) in the last 90 quarter units (60 semester units).
3. Establishment a three-member Program Committee comprised of faculty representing programs included in the proposed interdisciplinary program. The Program Committee Chair, who serves as the primary advisor, must be from a department within the University that offers a graduate program.
4. Develop a Plan of Study and have it approved by the graduate coordinator(s) of each participating graduate program, the Chair(s) of each participating undergraduate department, the Dean(s) of the school(s) in which the programs are located, and the AVP for Academic Programs.
5. Satisfy the Graduation Writing Assessment Requirement (GWAR) as soon as possible in their graduate study, unless they have already done so. Graduate students who have not met this requirement may do so by passing the regularly scheduled GWAR examination (offered once a quarter) or by earning a "C" or better in one of the approved GWAR courses.

Notes on the GWAR requirement:

1. You will be exempt from the GWAR if you meet any of the four criteria below.
   a. You graduated from a CSU or UC since 1980.
   b. You earned a high enough score on one of these tests:
      GMAT 4.5 or higher on the writing portion of the GMAT.
      CBEST 41 or higher on the writing portion of the CBEST.
      GRE 4.5 or higher on the analytic writing portion of the GRE General Test.
   c. An article that you have already published as first author in a refereed professional journal is judged by the Chair of the GWAR committee to satisfy the requirement.
   d. The thesis or project you have already completed to earn an MA or MS in any discipline is judged the Chair of the GWAR committee to satisfy the requirement.
2. Students from campuses other than a CSU or UC may be considered to have met this requirement by taking a course at that university. Such students must submit a transcript with the course, the course description and a syllabus for the course to the Composition Coordinator for evaluation.

International Students

In addition to meeting the requirements for admission given above, international students must take TOEFL and have a score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL exam).

Classification of Graduate Students

1. **Classified Graduate States**
   Students who fully meet the admission requirements listed above will be considered as Classified Graduate Students.
2. **Conditionally Classified Graduate Status**
   Students meeting most, but not all of the admission requirements may be admitted as Conditionally Classified Graduate Students. Students who are conditionally classified are limited to 13.5 quarter units that will count toward their Plan of Study. Upon completion of the admission requirements, the student will be administratively advanced to Classified Graduate Status.
3. **Advancement to Candidacy**
   Students will be advanced to candidacy when they have met the following criteria:
   a. Have achieved a Classified Graduate Student Status;
   b. Completed at least 35 quarters of graduate work applied toward the Plan of Study with a GPA of 3.0 or better;
   c. Completed the Graduation Writing Assessment Requirement (GWAR);
   d. Are ready to begin work on the thesis or project.

Requirements for the Master of Arts in Interdisciplinary Studies

The selection of courses as outlined in the approved Plan of Study will be guided by the nature of the interdisciplinary program in consultation with the three-member Program Committee. Students will be expected to meet all prerequisites for courses in their approved Plan of Study, prior to registering for the courses. No more than 13.5 quarter units of post-baccalaureate course work, taken prior to the approval of the Plan of Study, can be applied towards the requirements for the MA in Interdisciplinary Studies.

1. Completion of the Plan of Study, which must include a minimum of 45 quarter units of course work, of which at least 35 quarter units must be graduate courses (courses numbered 500 or 600). Courses numbered 400 may apply to the Plan of Study (10 quarter unit's maximum) with approval of the Program Committee. The granting of graduate credit for such 400-level coursework requires the submission of a "Petition for Graduate Credit" for each course.
2. Maintenance of a cumulative GPA of 3.0 or better in coursework applied to the Plan of Study. In general, courses with a grade less than a B (3.0) will not be accepted.
3. Completion of a thesis (INST 697) or a project (INST 698) that appropriately reflects the interdisciplinary nature of the Plan of Study. Students will elect either the thesis or the project track on the basis of appropriateness to the objectives for the interdisciplinary program and upon approval of the Program Committee.

Graduate students conducting research involving information from human subjects either through direct measurement of behavior or from secondary sources (existing databases) must have their research protocol reviewed and approved by the CSUB Institutional Review Board for Human Subjects Research (http://www.csub.edu/grasp/irbhsr). Prior approval by the CSUB Institutional Animal Care and Use Committee (IACUC) is also required for animal research.

Students who fail to complete their degree program within the seven-year limit may petition the Program Committee, with approval from the Program Chair and Associate Vice President for Academic Programs, to permit the revalidation of outdated courses.

Department of Mathematics
School of Natural Sciences, Mathematics, and Engineering
Department Chair: Javier Trigos-Arrieta
Program Office: Science Building III, Room 228
Telephone: (661) 654-3151
email: math@csub.edu
Website: www.csub.edu/math/
Faculty: P. Chakraborty, J. Dirkse, M. El Ansary, J. Fiedler, D. Gove, K. Haddad, Y. Ko, C. Lam, R. Larson, M. Lutz, E. Montoya, D. Murphy, R. Peck, S. Raczkowski, M. Rush, M. Thomas, J. Trigos-Arrieta
Emeriti: J. Hardy, L. Taylor, L. Webb

Masters of Arts in Mathematics for Teachers

Program currently suspended. The M. A. in Mathematics for Teachers is no longer accepting applications at this time. Please check the Mathematics Department website at www.csub.edu/math for updates on the status of the M.A. program.

General Description

This degree is designed for working mathematics teachers with a Single Subject Credential in Mathematics (from California or other state or nation), or mathematics teachers holding a Subject Matter Authorization in Introductory Mathematics attached to a Single or Multiple Subject Credential. The purpose of the Master of Arts in Mathematics for Teachers is to enable secondary and middle school mathematics teachers to increase their understanding of secondary school mathematics, its pedagogy, and related topics. The course of study is designed to deepen mathematical knowledge and integrate it with prior experiences and training.

Requirements for Admission

Admission to the graduate program leading to the Master of Arts in Mathematics for Teachers requires the following:

- a baccalaureate degree with a relevant major (as determined by the Mathematics Graduate Program Committee) from an accredited college or university.
- a 2.50 GPA (A=4.0) for the last (baccalaureate or post-baccalaureate) 90 quarter units (60 semester units) of college or university coursework attempted.
- good academic standing at the last college or university attended.
- submission of a letter of application to the Department of Mathematics.
- application to the university for graduate status.

Requirements for the Master of Arts in Mathematics for Teachers

1. A minimum of 45 units and satisfaction of the CSU Graduation Writing Assessment Requirement (GWAR), are required for the MA in Mathematics for Teachers. The following courses are required of all students: MATH 520, 521, 522, 523, 524, 525, 526, 540, 591 or 577.
2. After successfully completing 6 or more of the first 8 courses above and after having been advanced to candidacy, a candidate for the degree of Master of Arts in Mathematics for Teachers should contact their advisor and the Graduate Studies Coordinator to determine whether they will satisfy the culminating experience requirement by completing a project or by examination. If the candidate chooses the project option, the candidate will enroll in MATH 591. If the candidate chooses the examination option (see details below), the candidate must still satisfy the 45 unit requirement by satisfactorily completing an approved offering of MATH 577 or other equivalent course.
3. Each candidate who wishes to attempt the culminating examination must choose 3 out of the following 8 listed areas:
   1. Discrete Mathematical Models
   2. Statistics and Data Analysis
   3. Numerical Approach to Calculus and Differential Equations
   4. Geometric Linear Algebra
   5. Number Theory and Cryptography
   6. Dynamical Geometry
   7. History of Mathematics
   8. Mathematics Education
4. A committee consisting of at least 3 faculty members, based on the areas chosen by the candidate, will be set up to administer the test. The candidate is required to write all three subtests in the same examination period. A candidate will be given a grade of "Pass", or "Fail" in each of the three subtests. A "Pass" in all three subtests constitutes a clear pass of the culminating examination. Any candidate who receives a "Fail" in two or more subtests will be required to re-write all three subtests in a second attempt. A candidate who receives a "Fail" in only one subtest will be required to re-write only that particular subtest in a second attempt. Any candidate who does not pass the examination after the rewrite must complete MATH 591. Examinations can be scheduled twice a year, during the period July through August and during the CSUB December break.

Department of Nursing
School of Natural Sciences, Mathematics, and Engineering
Department Chair: Deborah Boschini
Graduate Program Director: Debra Wilson
Family Nurse Practitioner Program Coordinator: Heidi He
Program Office: Romberg Nursing Education Center, 100
Telephone: (661) 654-2505
email: nursing@csub.edu
Website: http://www.csub.edu/nursing
Faculty: D. Boschini, D. Dawkins, K Gilchrist, H. He, P. Heintz, K. Lillie, J. Pedro, S. Pollock, M. Rubolino, D. Wilson, J. Yadon

Master of Science in Nursing (MSN)
At this time, the Family Nurse Practitioner (FNP) is the only option available in the MSN program.

Program Description
The purpose of this master's program is to prepare nurses with advanced nursing theory and clinical experiences in the advanced practice nursing role of Family Nurse Practitioner (FNP). Students are prepared to assess the health needs and health risks of all family members, apply family theories, and analyze legal, ethical, economic, leadership, and professional issues pertinent to nurse practitioners. Graduates from this program will be qualified to practice in mid-level primary care practice settings within the changing patterns of health care; assume leadership roles in multidisciplinary health groups; and practice family nursing in primary and secondary health care settings. Graduates will be prepared to apply for doctoral programs in nursing.

The content of this program includes advanced health assessment, advanced pathophysiology, and advanced pharmacology; analysis, utilization, and evaluation of theories of nursing; research methodology; role development; care of vulnerable populations; health care policy and delivery systems; leadership; and application of advanced knowledge in providing nursing care for clients representing a variety of cultural and ethnic backgrounds in both urban and rural community settings. Students complete a culminating experience (comprehensive examination) which demonstrates their competence in the conduct of scientific inquiry related to clinical problem solving. Students must complete the requirements for the Master's degree before they can pursue FNP certification from the California State Board of Registered Nursing.

The MSN/FNP Option has been approved by the CSU Chancellor's office and has been accredited by the Western Association of Schools and Colleges (WASC). The program will be seeking accreditation from the Commission of Collegiate Nursing Education (CCNE) according to their routine procedures. The Bachelor of Science in Nursing (BSN) already holds CCNE accreditation. For further information about the accreditation status of the FNP program, please contact the Department of Nursing office or the Commission of Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, phone (202) 887-6791.

Master's Degree Program Objectives
The program objectives are to prepare students for graduation who can:
1. Expand knowledge and evaluate nursing theories and theories from related disciplines as a basis for advanced roles and nursing practice.
2. Utilize nursing concepts, theories, and knowledge to support advanced practice roles and evidence-based nursing practice.
3. Demonstrate expertise in advanced roles in nursing.
4. Apply evidence based research findings to advanced roles and nursing practice.
5. Utilize the steps of scientific inquiry to evaluate and integrate research, theory, and practice.
6. Advance practice through the development and implementation of strategies for improving nursing care and initiating changes in the health care system.
7. Actively engage in collaborative relationships with other members of the health care team to improve health care and influence health care policies.
8. Assume responsibility for contributing to the advancement of the nursing profession.
9. Utilize technology to enhance the effectiveness of managing client and clinical information.
10. Acquire a foundation for doctoral study in nursing.

Family Nurse Practitioner Program Objectives
Upon graduation or entry to advanced practice, the Family Nurse Practitioner should demonstrate competence in the following:
1. Synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states for the purposes of health promotion, health protection, disease prevention, and treatment of the individual, the family, aggregate groups, and the community.
2. Demonstrate a personal, collegial, and collaborative approach which enhances the Family Nurse Practitioner's effectiveness in patient care.
3. Function as a licensed independent practitioner by using best available evidence to continuously improve quality of clinical practice.
4. Demonstrate a commitment to the implementation, preservation, and evolution of the Family Nurse Practitioner role.
5. Implement clinical reasoning and build collaborative, interdisciplinary relationships to provide optimal health care to the patient.
6. Oversee and direct the delivery of clinical services within an integrated system of health care to achieve improved health outcomes for patients, communities, and systems.

7. Ensure quality of health care through consultation, collaboration, continuing education, certification, and evaluation (eligible for state and national certification upon completion of the program.
8. Provide culturally competent care, deliver patient care with respect to cultural and spiritual beliefs, and make health care resources available to patients from diverse cultures.

(Adapted from the *Nurse Practitioner Core Competencies*, Amended 2012. The National Organization of Nurse Practitioner Faculties, April 2011)

Additional information regarding the following Department of Nursing policies is available at: www.csub.edu/nursing:
1. Eligibility Criteria and Application Procedure
2. Physical and Mental Health Requirements
3. Health Clearance for Newly Admitted and Continuing Graduate Nursing Students
4. Admission Requirements
5. Program Progression
6. Requirements Related to Program Completion

Eligibility Requirements:
Applicants must meet the following minimum eligibility requirements to be considered for the MSN program:
1. Be a graduate of an accredited baccalaureate nursing program
2. Be in good standing at the last college/university attended
3. Have an overall baccalaureate GPA of at least 3.0
4. Have completed the 3 prerequisite courses (Pathophysiology, Statistics, and Nursing Research) with a "C" or better
5. Hold an active, unrestricted California RN license
6. Hold a current American Heart Association BLS certification
7. Have the equivalent of 1 year of full-time RN experience in the past 3 years
8. Apply, and be eligible for, fall admission to CSU Bakersfield as a graduate student
9. Submit a complete nursing application packet during the application submission period

Admission Requirements:
Once accepted, students must complete the following requirements to be fully admitted and continue in the MSN program:
1. Initial Requirements
   a. Complete a background check
   b. Complete a drug screen
   c. Complete all annual requirements (below)
2. Annual Requirements (copies of documentation must be submitted each September)
   a. Complete a health clearance for newly-admitted and continuing graduate nursing students through CSUB Student Health Services
   b. Possess the physical and mental qualifications necessary for clinical setting (submit Essential Functions form)
   c. Hold an active, unrestricted California RN license
   d. Hold current American Heart Association BLS certification
   e. Purchase CSU Bakersfield Student Professional Liability Insurance
   f. Complete respiratory fit (mask fit) testing
   g. Maintain personal health insurance (or submit a completed Medical Insurance Declination form)
   h. Maintain immunizations (submit Pertussis and Influenza Vaccination Status form)

Student Classification

Classified Graduate Standing
For classified status, the student must meet all the eligibility and admission requirements.

Conditionally Classified Graduate Standing
An applicant may be admitted as a Conditionally Classified Graduate Student if, in the judgment of the graduate admissions committee, the applicant has a potential for successful completion of all the conditions specified by the faculty for admission as a Classified Graduate Student and potential for successful completion of all the requirements for the graduate program. Upon satisfactory completion of all conditions specified by the faculty, the student's status will be administratively changed to Classified Graduate Student.

Advancement to Candidacy
The candidate must:
1. Attain Classified status
2. Complete 24 units of graduate nursing courses within the approved plan of study with a GPA of 3.0 or better (on a scale of A=4.0)
3. File a petition for Advancement to Candidacy with the Department of Nursing Graduate Program Director and be approved

Requirements for the Master of Science in Nursing Degree Program (67 total units)
Core Courses (32 units)
NURS 515, 518, 527, 586, 590, 595, 603, 625, 686, 692

Required Clinical Preparation Courses: Family Nurse Practitioner (35 units)
NURS 606, 607, 616, 617, 636, 637, 646, 647, 653

Students who wish to challenge any of the required courses based on prior course or clinical experience should contact the Graduate Program Director.

Department of Public Policy and Administration
School of Business and Public Administration
MPA Program Advisor: T. Martinez
MSA-HCM Program Advisor: BJ Moore
Program Office: Business Development Center, 112
Telephone: (661) 654-3406
email: tmartinez@csub.edu
email: bjmoore@csub.edu
Website: www.csub.edu/ppa
Faculty: C. Commuri, R. S. Daniels, J. Hultsman, T. Martinez, BJ Moore, J. Sun

Program Description
In pursuit of CSUB's vision and our commitment to serve the Southern San Joaquin Valley, individuals enrolled in our Department of Public Policy and Administration (PPA) programs engage in learning experiences to develop new skills and expertise that prepare them for positions with government agencies at all levels; nonprofit organizations; hospitals, health, and health care agencies; and private organizations with significant government interactions. The Department has a strong commitment to professional development among public and non-profit professionals. The faculty is also committed to scholarship. 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.

National Accreditation by NASPAA
The department enjoys accreditation by the National Association of Schools of Public Affairs and Administration (NASPAA) for its Master of Public Administration program. This means that the educational experience and course content you receive from us will be comparable to that offered at other NASPAA -accredited programs. Such national acknowledgment provides "an edge" for our students in both the local and national job markets.

Professional and Academic Standards
The purpose of the PPA programs is to prepare competent, ethical and effective public, nonprofit, and health care managers and leaders to advance the public service. Consistent with, and in addition to, established university academic performance and student conduct standards for graduate students, the professional public service nature of the programs demands that those admitted, retained and awarded degrees conform to the program admissions criteria and possess, develop and demonstrate academic and professional integrity in all activities to inspire public confidence and trust in public service. Students and applicants, found by formal review of the department, to be lacking in academic integrity or in professional ethical standards of behavior may be denied admission, placed on probation, suspension or dismissed from the programs. Such departmental actions are, of course, subject to university review and appeal.

Admission Criteria
1. Possession of a baccalaureate degree from an accredited college or university;
2. A grade point average of not less than 3.00 in all undergraduate course work;
3. For students with grade point averages less than 3.00, two letters of recommendation (at least one academic) and other relevant material about professional qualifications and experience.
4. For applicants whose preparatory education is principally in a language other than English, a TOEFL score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL exam).

Application and Admission
Admission to either of the programs is a two-step process. Interested students must first apply to the University. To receive application materials, prospective students should contact:

Office of Admission and Records
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099
Students may also apply online at the following website:
www.csumentor.edu

Students must indicate on their CSU Application for Graduate Admission that they are interested in the MPA program (Code 21021) or the MSA in Health Care Management (Code 12021). Admission to the University does not constitute admission to the MPA or MSA-HCM programs. The Program Coordinator will contact the student after being notified that the student has applied to the program. The Programs accept applications continuously for each quarter.

Classification of Graduate Students
The 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. Students who meet all criteria can be admitted as Classified graduate students. Students who do not meet the GPA requirements can be admitted as Conditionally Classified graduate students, but will be required to sign a contract to successfully complete the MPA or MSA-HCM Foundation requirements with a grade of "B" (3.0) in each course ("B-" does not qualify).

Graduation Requirements
The MPA and MSA-HCM degree programs require a minimum of 40 units of approved coursework and five (5) units of a master's paper. However, all students must complete an additional 20 credit hours of foundation courses in public administration.

Students may take these courses as undergraduate electives or as an incoming graduate student. Students may also substitute prior coursework at CSUB or other universities as approved by the MPA and MSA-HCM advisors or the PPA faculty. In addition, graduate students must satisfy an internship requirement. All graduate and post-baccalaureate credential students must meet the Graduation Writing Assessment Requirement (GWAR). If the student earned his/her baccalaureate from CSUB or any CSU campus in the last two decades, then the student will have already met the GWAR requirement. PPA 493, The Public Policy Making Process, is certified as a GWAR course and will meet the requirement for all students. The Learning Goals and Objectives for the MPA program can be found at http://www.csub.edu/bpa/graduate/mpa/goals.shtml. The Learning Goals and Objectives of the MSA-HCM program can be found at http://www.csub.edu/bpa/graduate/hlth/goals.shtml.

Requirements for the Master of Public Administration

In pursuit of academic excellence and diversity, high quality student experiences, and community engagement, the mission of this graduate program is career preparation and development for policy/decision-making, managerial and administrative positions in the public and nonprofit sectors. The program is especially responsive to regional government and nonprofit sector needs, preparing graduates for state and local managerial and public service leadership.

Requirements for the MPA Program

1. **MPA Foundation (may be taken as an undergraduate)**
   PPA 401, 491, 492, 493
2. **MPA Core Requirements** (25 units)
   PPA 610, 611, 671, 680, 691
3. **MPA Electives** (15 units)
   Students in the MPA program must complete three additional approved courses at the 500- or 600-level in the Department of Public Policy and Administration. Electives presented by other departments may be taken upon approval of the MPA Graduate Coordinator. Graduate students may take 300- or 400-level courses if augmented to reflect graduate credit.
4. **Internship** (1-5 units)
   Graduate students who do not have two years of supervisory experience in the public or nonprofit sector will be required to take a public or nonprofit sector internship. See the Internship Coordinator for more information.
5. **Master's Paper** (5 units)
   PPA 698 Master's Paper - Candidates for the MPA 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 applied research project. Research for the master's paper that involves data from human subjects must be reviewed and approved by the Institutional Review Board for Human Subjects Research (IRB/HSR). For additional details, see their website http://www.csub.edu/grasp/irbhsr/.

Requirements for Specialization in Nonprofit Management

Students interested in pursuing a career in nonprofit management may complete a specialization of at least three elective courses and an internship at the graduate level.

1. **Complete the two following courses:**
   PPA 519, 696
2. **And at least two of the following courses:**
   PPA 520, 545, 550, 685
   Other electives as approved by the Program Coordinator.

Requirements for Specialization in Health Care Management

Students interested in pursuing a career in health care management may take the MSA-HCM degree described below or may elect to complete an MPA specialization of at least three courses.

1. **Select three of the following four courses:**
   PPA 494, 505, 685, 689
   Or other courses as approved by the graduate program coordinator.

Requirements for the Master of Science in Administration-Health Care Management

In pursuit of academic excellence and diversity, high quality student experiences, and community engagement, the mission of this graduate program is career preparation and development for policy/decision-making, managerial and administrative positions in the public, nonprofit, and health care sectors. The program is especially responsive to regional health, health care and human service needs, preparing graduates for state and local health care management.

Requirements for the MSA-HCM Program

1. **MSA-HCM Foundation** (may be taken as an undergraduate)
   PPA 401, 492, 493, 494
2. **MSA-HCM Core Requirements** (30 units)
   PPA 505, 536, 610, 611, 685, 689
3. **MSA Electives** (10 units)
   Students in the MSA program must complete two 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 Graduate Coordinator. Graduate students may take 300- and 400- level courses if augmented to reflect graduate credit.
4. **Internship** (1-5 units)
   Graduate students who do not have two years of supervisory experience in the health care sector will be required to take a health care sector internship. See the Internship Coordinator for more information.

5. **Master's Paper** (5 units)
   PPA 698 Masters Paper - Candidates for the 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 applied research project. Research for the master's paper that involves data from human subjects must be reviewed and approved by the Institutional Review Board for Human Subjects Research (IRB/HSR). For additional details, see their website http://www.csub.edu/grasp/irbhsr/.

Requirements for Certificate in Nonprofit Management (Graduate Level)

An individual who desires to begin post-baccalaureate study in nonprofit management may apply for a certificate.

1. **Five courses are required for the graduate Certificate in Nonprofit Management:**
   PPA 519, 520, 550
2. **And at least two of the following:**
   PPA 492, 493, 545, 685, 611, 696

Programs in Science Education
School of Natural Sciences, Mathematics, and Engineering
Program Co-Coordinators: Dr. Dirk Baron (Research Track) & Dr. Carl Kloock (Credential Track)
Office: Science Building II, 333 or Science Building I, 147
Telephone: (661) 654-3044 or (661) 654-3021
email: dbaron@csub.edu or ckloock@csub.edu
Website: http://www.csub.edu/scienceED
Graduate Faculty: D. Baron, A. Gebauer, J. Hughes, R. Hughes, C. Kloock

Program Description
Masters of Science in Science Education
The Masters of Science in Science Education provides in-service teachers and career changers with undergraduate degrees in traditional science and math disciplines with advanced coursework on science content, pedagogy directly targeted to the teaching of science, and educational leadership. In addition, scientific and science education research methodologies will be incorporated both into coursework and into a thesis or project to be completed by the candidates.

Masters of Science in Science Education - Research Track
The research track of the Masters of Science in Science Education offers a two-year program with two intensive summer institutes emphasizing hands-on activities including research participation experiences, coursework during the school year, and a culminating independent project. This option is intended for in-service math and science teachers wanting additional training in science content, methodology, pedagogy, and leadership skills.

Masters of Science in Science Education - Credential Track
The Credential track of the Master of Science in Science Education offers a two-year, blended program that leads to a California Teaching Credential and the MS degree. This option is intended for individuals who already hold a Bachelors Degree in a science field and who have decided to enter the teaching profession. One of the hallmarks of the program is a focus on meeting the State of California Science breadth requirements for teachers. Due to this, it includes as either prerequisites or additional coursework, lower division courses amounting to one year in each of the four sciences (Biology, Chemistry, Earth Science, Physics) or passage of the CSET General Science exams (118 & 119) demonstrating this breadth of knowledge.

Application and Admission
To apply for the Master of Science Degree in Science Education, please visit www.csumentor.com to initiate the application process. Be sure to complete both parts A and B of the application.

Credential Track
1. BS or BA in a science field with GPA $\geq$ 3.0.
2. Report results from GRE General test.
3. Report results from GRE subject test in discipline of interest being sought (Biology, Chemistry, or Physics). Please note that because there is no GRE subject test in Geology, students pursuing Geology as a concentration are exempt from this requirement (but still must submit results from general test).
4. Science Breadth Preparation:
   a. At least one year of introductory college major's level coursework in 2 of the 4 science areas (Biology, Chemistry, Geology, Physics). **AND** a commitment to complete the equivalent of one year of introductory major's level coursework in any remaining science areas. **Note that these units will not count toward the Master's degree.**
   OR
   b. Passage of both CSET General Science exams (exams 118 and 119).

Research Track
(Please note that we are unable to accept Candidates for this track in Academic year 2013/14. We are waiting on a grant. Contact Dr. Dirk Baron for more information)
1. BS or BA in Mathematics or a science field with GPA $\geq$ 3.0.
2. Report results from GRE General test.
3. Report results from GRE subject test in discipline of interest being sought (Biology, Chemistry, or Physics). Please note that because there is no GRE subject test in Geology, students pursuing Geology as a concentration are exempt from this requirement (but still must submit results from general test).
4. Hold a valid Single-subject California Teaching Credential in Mathematics or Science.
5. Have at least 2 years of teaching experience in a middle or high school mathematics or science classroom.

Classification of Graduate Students
Conditionally Classified Graduate Status (Either Track)
To be enrolled as a conditionally classified Graduate Student, the basic admission requirements for the Masters of Science in Science Education (above) must be met. Most candidates for the Credential track are expected to be admitted as conditionally classified Graduate Students. Acceptance will only be granted if space is available for the student in the program.

Classified Graduate Student (Credential Track)
Acceptance as a Classified Graduate Student allows the student to begin Phase III credential coursework and begin work on Higher-level credential coursework. To become a Classified graduate Student Candidates must, in addition to meeting the admission requirements of the Master of Science in Science

Education, meet State mandated Criteria for teaching in the California. The following evidence must be submitted to the department of Teacher Education:

1. Current TB test.
2. Valid Fingerprint Clearance.
3. Current Liability Insurance.
4. Passage of California Basic Education Skills Test (CBEST).
5. Passage of both of the California Subject Exams for Teachers (CSET) General Science exams (exam 118 & 119).

Classified Graduate Student (Research Track)

Acceptance as a classified graduate student allows students to participate in research activities. To attain classified status students must:

1. An acceptable baccalaureate degree from an accredited institution.
2. An undergraduate GPA of at least 3.0 in the last 90 quarter (60 semester) units of course work, or Graduate Records Examination scores of 1000 or greater (verbal and quantitative; see above information on the new GRE scoring system), or an approved petition to the Graduate Committee waiving this requirement by proposing other evidence of adequate prior academic preparation.
3. Acceptance into an academic advising relationship with a departmental faculty member.
4. Acceptance will only be granted if space is available for the student in the program.

Advancement to Candidate Status

Acceptance as a candidate indicates that the student has completed significant 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. Students must advance to candidate status to participate in the culminating project in science education (SCI 680). Classified Graduate Students will be advanced to Candidate Status when they have met the following criteria.

Advancement to Candidate Status: Credential track

1. Completion of all requirements for classified status.
2. Completion of at least 55 quarter units of courses applicable to the Master of Science Degree in Science Education: Credential track with a grade of "B-" or better and graduate GPA of at least 3.0.
3. Achieve Subject Matter competency in a Science discipline by passing a single disciplinary CSET exam (120 or 121 or 122 or 123) in addition to previously passed exams 118 & 119 required for classified status.
4. Obtain approval of the project research topic by the student's Graduate Committee.

Advancement to Candidate Status: Research track

1. Completion of at least 30 quarter units of courses applicable to the Master of Science in Science Education: Research track with a grade of "B-" or better and graduate GPA of at least 3.0.
2. Obtain approval of the project research topic by the student's Graduate Committee.
3. Obtain certification by the student's advisor that there is a reasonable expectation that the student will satisfactorily complete the degree requirements within one year.

Admission to Candidate Status must be attained within two calendar years after acceptance as a Classified Graduate Student. All requirements and graduation are to be completed within five calendar years after initial acceptance as either a Classified or a Conditionally Classified Graduate Student. The five-year time limit can be extended by petition to and approval from the Graduate Committee.

Completion of all requirements for the Master of Science in Science Education requires satisfactory completion of all courses in an approved Plan of Study with a minimum 3.0 GPA and satisfactory completion of a project in science education, as determined by the Candidates Graduate Committee. Additionally, students must have received at least a C in a course in order for the course to count toward their required graduate courses and students must have taken at least 50% of their course units at the 500- or 600- level.

Requirements for the Master of Science in Science Education

1. **Research Track** (45 units)
   SCI 354A, 477, 550A, 550B, 680, EDCI 532, 537
2. **Credential Track** (90 units)
   Science Depth Coursework (20 units)
   20 Units of approved Upper division or Graduate level Science coursework*
   Credential Coursework (51 units)
   EDSE 531, 532, 533, 534, 535, 592, 593, EDSP 301, EDTE 300, 401, 402, 403, 404, 410, 415, 416,
   Science Education Coursework Beyond the Credential (14 units)
   EDCI 532, 533, 535, 537
   Summer Institute (3 units)
   SCI 500
   Culminating Project (2 units)
   SCI 680

*Selection of elective courses must be approved by the Student's committee, but must be major's level courses in the sciences (i.e. BIOL, CHEM, GEOL, PHYS). Limited substitutions of courses can be made with approval of the graduate committee.

Graduation Writing Assessment Requirement (GWAR)
Graduate students must also pass the Graduation Writing Assessment Requirement (GWAR). There are several options for meeting this requirement. The most common are provided below. See http://www.csub.edu/testing/gwar.shtml for a full list of means of satisfying GWAR. You will be exempt from the GWAR if you meet any of the criteria below:

- You graduated from a CSU or UC since 1980
- You have achieved any of following test scores, provided the test was taken since 1980
- **CBEST** 41 or higher on the writing portion of the CBEST
- **GMAT** 4.5 or higher on the writing portion of the GMAT
- **GRE** 4.5 or higher on the analytic writing portion of the GRE General Test
- **GWAR** 8 or higher

Department of Social Work
School of Social Sciences and Education
Chair and Director: Jong Choi, Ph.D.
Program Office: Dorothy Donahoe Hall, A100
Telephone: (661) 654-3434
email: mswadmissions@csub.edu
Website: www.csub.edu/socialwork/
Faculty: J. Choi, J. Digges, B. Friedman, B. Hartsell, P. Henry, S. Jenkins, R. McCleary, R. Mejia, B. Reifel, M. Thomas

Program Description
The social work profession is grounded in a commitment to serving vulnerable and oppressed populations and to advocating for public policies that promote social justice. The Department of Social Work offers the Master of Social Work (MSW) degree, which prepares students for advanced generalist social work practice. Graduates are prepared to work with individuals, families, groups, organizations, and communities in fields such as mental health, physical health, family and child welfare, gerontology, corrections, juvenile justice, youth services, and substance abuse treatment. The program involves over 90 quarter units of academic work, a 960-hour internship, and a culminating experience. The program consists of foundation and advanced level courses, in which students develop the knowledge, skills, and values of social work consistent with advanced generalist practice. Students may participate in the program on a full-time or part-time basis. An advanced-standing option is available for students who have received a BSW from an accredited program within the last five years.

The mission of the California State University, Bakersfield, Department of Social Work, is to prepare students for social work practice and leadership at the advanced generalist level. Graduates possess the knowledge, values, and skills required to competently and ethically work with individuals, families, groups, organizations, and communities using best practices. The Department is committed to improving social conditions in the Central Valley by promoting culturally responsive practice, social justice, and life-long learning.
The goals of the MSW program are:
1. Prepare competent and ethical graduates for advanced generalist social work practice through the provision of content that reflects the knowledge, values, and skills of the social work profession.
2. Prepare competent and ethical graduates who can practice effectively within public and private agencies where they will work with diverse populations and client systems at the micro, mezzo, and macro levels.
3. Prepare graduates for practice within the social and political contexts of the organizations in which they work and for the changing social and economic environments in the region.
4. Provide an educational foundation that prepares graduates to become aware of their lifelong responsibility to continue their professional growth and development.
5. Provide leadership in the development of service delivery systems.
6. Develop social work knowledge.
7. Conduct systematic evaluation of program activities and explore ways for continuous renewal, revision, and improvement.

Admission to the Program
Students who desire admission to the MSW program must complete an application for admission to both the university and to the department and must pay applicable fees. Students are admitted as a cohort once each year. Advanced-standing students join a cohort to complete the course of study in a logical sequence. Admission to the MSW program is based upon an overall evaluation of the applicant on several criteria, including: 1) intellectual and academic potential, 2) relevant human services experience, 3) leadership potential, and 4) quality of reference letters.

Essential Requirements
Applicants must meet the following requirements before the Admissions Committee will review their applications. It is the responsibility of the applicant to ensure that the application file is complete.
1. Possession of a Bachelor's degree with a liberal arts foundation from a recognized college or university. For degrees earned in the United States, this means the degree must be from an institution that is accredited by one of the six regional accrediting associations.
2. A cumulative undergraduate GPA of at least 2.5 (on a four-point scale).
3. A completed University application form, which is obtainable from any CSU campus.
4. A completed departmental application.
5. Official sealed copies of transcripts from all colleges attended.
6. A personal statement completed according to guidelines in the application.
7. Three letters of reference.
8. University application fee.

Applicants who meet items 2 through 8 above will be evaluated for possible admission to the program. Applicants who do not yet have a bachelor's degree may be admitted as "conditional" graduate students and must submit proof of having completed their degrees before beginning the MSW program.

Additional Requirements
1. A liberal arts foundation significantly equivalent to the general education requirements listed in the CSUB catalog.
2. Computer literacy.
3. Completion of the Graduation Writing Assessment Requirement (GWAR).

Graduation Writing Assessment Requirement (GWAR)
The California State University system requires all degree candidates to demonstrate upper division writing competency before the degree can be conferred. Applicants are required to meet the writing proficiency requirement prior to the end of the first quarter in the MSW program. This requirement can be fulfilled in one of several ways:

1. Be a graduate of a university in the California State University System after 1980.
2. Be a graduate of a university in the University of California System after 1980.
3. Receive a minimum score of 41 on the CBEST.
4. Receive a minimum score of 4.5 on the GRE.
5. Receive a minimum score of 4.5 on the GMAT.
6. Pass the Graduate Writing Assessment Exam (GWAR) which is given at the testing center on the CSUB campus.
7. Submit documentation of having completed a writing instruction course at another university at the upper division level prior to enrollment at CSUB. The course must be evaluated by the CSUB Department of English and found to meet the CSU writing requirement.
8. Be first author on an article published in a peer-reviewed journal.
9. Submit for review a copy of a master's thesis or project from another degree or credential.

Advanced Standing
Applicants who have graduated with a baccalaureate degree in social work from a program accredited by the Council on Social Work Education (CSWE) may request advanced standing. These students follow an abbreviated Plan of Study involving waiver of Foundation courses except SW 530. Advanced-standing candidates may test out of SW 530 with an 80% or better score. The following additional conditions must be met for advanced standing:

1. The student must have completed the Bachelor's degree in Social Work (BSW) within five years prior to admission to the graduate program.
2. The applicant must have an overall GPA of 3.0 for the baccalaureate degree.
3. All social work courses must have a grade of 3.0 or better. Courses with a grade of less than 3.0 will not be waived.

International Students
In addition to meeting the requirements for admission given above, international students must take TOEFL and have a score of 550 or higher (or 213 on the new conversion scale for the computer-based TOEFL exam).

Immigration Requirements for Licensure
On August 27, 1996, Governor Pete Wilson issued Executive Order W-135-96, which requested that the CSU and other state agencies implement "as expeditiously as reasonably practicable" the provision of The Personal Responsibility and Work Opportunity Reconciliation Act (PRAWORA) of 1996 (P.L. 104-193). The Act, also known as the Welfare Reform Act, included provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants. Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the new Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure.

Accreditation
The MSW program at CSUB is fully accredited by the Council on Social Work Education (CSWE), the national accrediting body in Social Work.

Life or Work Experience
In accordance with the standards of the Council on Social Work Education, it is the policy of the department not to grant academic credit for previous life or work experience at either the undergraduate or graduate level.

Criminal Background Check
A background check will be conducted on all applicants admitted into the MSW program. Conviction of a misdemeanor or felony may not preclude an applicant's acceptance into the program; however, admission into the MSW program does not guarantee acceptance by an agency for field education practicum. The law requires most agencies to conduct criminal background checks of all employees, interns, and volunteers. Thus, some agencies may not accept students for placement if they have criminal convictions, and limited choices for completing the required field education practicum could impede or even block the ability of such students to complete the MSW program. In addition, the California Board of Behavioral Sciences imposes certain restrictions on approval of professional licenses to practice clinical social work based on past criminal convictions. Please see the MSW Field Manual for additional information.

Requirements for the Degree in Masters of Social Work

Total Units Required to Graduate (Total units may be subject to change)

Foundation Requirements		**45 units**
Core Courses	35 units	
Field Practicum	10 units	
(equates to seminar plus 480 hours of field practicum)		
Advanced Requirements		**35 units**
Core Courses	25 units	
Field Practicum	10 units	
(equates to seminar plus 480 hours of field practicum)		
Electives		**10 units**
Total Units		**90 units**

Note: One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Requirements for the MSW Program

1. **MSW courses provide two levels of competencies, Foundation and Advanced. The following are required foundation courses:**
   a. SW 510, 520, 530, 540, 541, 542, 543, 550, 551, and 552
   b. SW 550, 551, and 552 (480 hours of field experience are associated with the seminars)
2. **Students in the MSW program take a series of advanced courses that are based on an advanced generalist model of social work practice. The following are required advanced courses:**
   a. SW 610, 630, 646, 647, 648, 650, 651, and 652
   b. SW 650, 651, and 652 = 480 hours of field experience incorporated with associated seminars
3. **Elective Course Work**
   Students in the MSW program must take at least 10 hours of electives approved by the department. Students who received special funding may be required to take specific electives. Students may take additional electives. Electives that are not approved by the department curriculum committee will not count toward the graduation requirements.
4. **Field Practicum**
   Field practicum is the signature pedagogy and an integral part of social work education. The field practicum experience provides an opportunity to integrate knowledge, skills, and values. Over the course of the program, students will complete a minimum of 960 clock hours in the field. Field Practicum may extend beyond the typical academic quarter schedule. The field experience is guided by an individualized learning contract that students develop with their field instructors. As part of the Field Practicum, students also participate in a seminar where they practice the integration of knowledge, skills, and values. The Director of Field Education is responsible for this component of the curriculum. Every effort is made to place students in their home communities; however, there are circumstances when suitable placements may not be available in their home communities. When this occurs, students may be required to travel to other communities.
5. **Culminating Experience**
   The CSU system requires a culminating experience for graduate education. The MSW program has adopted a portfolio, which is a demonstration of the cumulative knowledge, values, and skills that the student has achieved throughout the MSW program. The final portfolio must be submitted prior to graduation. The portfolio will be integrated as part of SW 652.
6. **Thesis**
   A student may choose to write a thesis as part of his/her course requirements. The thesis will count as nine (9) units.
7. **Time for Completion**
   The MSW curriculum is structured so full-time students can complete the program in two years and part-time students can complete the program in three years. Students who do not successfully complete courses as scheduled may be delayed a year.

Degree Requirements

The University confers the MSW degree upon fulfillment of the following requirements:

1. Completion of 90 hours of course work (55 hours for advanced-standing students) according to an approved degree plan.
2. Completion of 960 hours of field experience (480 hours for advanced-standing students) and associated seminars,
3. Positive assessment of portfolio (80% mean score of all categories).
4. Minimum grade point average of 3.0, with no grade less than a "C" (2.0 equivalent) in all courses taken to satisfy the requirements for the degree as specified in each student's Plan of Study.
5. CA law states that all requirements leading to the MSW degree must be completed within 7 years from first enrollment.

Advancement to Graduate Candidacy

Regular MSW students may be advanced to candidacy upon completion of the foundation curriculum, and advanced-standing students may be advanced to candidacy during the second quarter of their studies and successful completion of GWAR. Advancement to graduate candidacy is based upon a formal review and recommendation by the faculty and approval by the Associate Vice President for Academic Programs.

Department of Sociology
School of Social Sciences and Education
Department Chair, Interim: Edwin H. Sasaki
Program Coordinator, Interim: Edwin H. Sasaki
Program Office: Dorothy Donahoe Hall, AA209
Telephone: (661) 654-2368
email: esasaki@csub.edu
Website: www.csub.edu/Sociology/graduate.shtml
Faculty: D. Anderson-Facile, J. Armentor, D. Cervi, R. Dugan, M. Jha, A. Kebede, V. Kohli, E. Molina-Jackson, G. Santos, D. Willits

Program Description
The Master of Arts in Sociology program is an advanced study of human social relations. It requires in depth study of institutional, structural, and historical patterns that govern human social behavior. The scope of study at the graduate level includes micro, macro, and global perspectives. The program is designed for students seeking career advancement, pursuing a career in community college teaching, or preparation for doctoral program. For that reason, the program offers three options or "tracks": a Thesis Option, a Teaching Option, and a Special Project Option. The program of study is enhanced by opportunities for qualified students to work on campus as a Research Assistant, as Teaching Assistants in the Department or in area community colleges, or work in the community via Internship programs.

The MA in Sociology program has common admission and continuation requirements for all graduate students in the program, but different requirements for course work, advancement to candidacy, and graduation, depending on the graduating option chosen by each student.

Requirements for Admission
Admission to the Master of Arts in Sociology program requires that the following minimum criteria be met:
1. Baccalaureate degree from an accredited college or university.
2. GPA of 2.5 overall and 3.0 in the major.
3. A satisfactory TOEFL score (a minimum of 550) or 213 on the new conversion scale for International students.
4. In lieu of the minimum score requirements listed in item 2. Above, a student may petition the Sociology Graduate Program Coordinator for an exception.
5. A complete admission and application packet.

Persons seeking admission to the Master of Arts in Sociology program must:
1. Complete a CSU graduate admission application online at www.csumentor.com to initiate the application process.
2. In addition to the CSU online application form, prospective students must submit a Departmental Application Form specifically for the MA in Sociology at CSUB. Additional materials that must be included with the Departmental Application Form are:
   - Personal letter of intent
   - Three (3) letters of recommendation from professionals (Form B may be used)
   - Example of writing ability (may be a term paper, senior thesis, research article, etc.)
   - Evidence that the university graduate writing requirement has been satisfactorily completed (grade of "C" or higher in an approved writing course or passing score on the GWAR exam). Applicants not completing this university graduate writing requirement in their undergraduate program will be required to do so as part of their graduate program.
3. Send the completed Departmental Application Form and all additional materials to:

Graduate Admissions
c/o Renee Rugnao
Office of Admissions & Records 47 SA
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1022

If you have any questions, please contact the Sociology Graduate Coordinator, by telephone (661) 654-2368.

The academic calendar at CSUB is a quarter system (Fall, Winter, and Spring Quarters). Students are encouraged to start the graduate program in the Fall Quarter of each academic year. However, the Sociology graduate program will consider applications for Winter and Spring Quarters. The Sociology Graduate Program Coordinator, with the advice of the faculty, will consider all completed applications when they are submitted and will notify the candidate of her/his admission status prior to the commencement of the quarter for which the student has been accepted.

Classification of Graduate Students
Classified Standing
Students who meet the admissions requirements (above) will be admitted as Classified Graduate Students.

Conditionally Classified Standing
Students may be admitted to the graduate program under Conditionally Classified Standing (a requirement for financial aid) following consultation with the Sociology Graduate Program Coordinator and demonstrating an ability and commitment to complete an MA in Sociology. Students admitted to the Sociology MA program under Conditionally Classified Standing will have specified conditions, e.g., successfully completing designated courses, including prerequisite course, passing designated examinations, etc. Upon satisfactory completion of all specified conditions, students will be administratively advanced by the Graduate Program Coordinator to Classified Standing.

Advancement to Candidacy
Advancement to Candidacy requires the following:
1. Classified status.
2. Completion of 25-quarter units of graduate work at CSUB applied toward the MA in Sociology, all of which are at the 500-level or above and with a GPA of 3.0 or better.
3. A Thesis Proposal approved by the Thesis Committee and filed with the Department; or a Project Proposal approved by the student's committee and filed with the Department; or an approved proposal for the Teaching Track Option.

Graduate Advisor
It is the student's responsibility, in consultation with the appropriate faculty members, to choose a graduate advisor, choose an MA track or fields of study, and organize a thesis or examination committee leading to Advancement to Candidacy.

Academic Advising
Until an advisor is selected, the Graduate Program Coordinator will serve as interim advisor. Upon admission, however, the student should select an advisor as soon as possible. Failure to select an advisor may result in the Graduate Program Coordinator assigning the student an advisor.

Transfer of Credit
Students may transfer up to 13.5-quarter units (9 semester units) of credit from another school.

Continuation
Continuation in the program is dependent upon the following:
1. The maintenance of a GPA of 3.0 or higher for all graduate work at CSUB.
2. Achieving no grade less than a "C" (2.0) in any course applied to the MA in Sociology, and no more than one course with a grade of "C" (2.0) will be accepted toward the MA in Sociology.
3. Continuous enrollment (being registered for credit-bearing study for three out of four consecutive academic quarters). Students who have not completed all requirements for the thesis must register every quarter.
4. Students failing to meet these stipulations may be dropped from the program. To re-enter, a student will be required to apply for re-admission to the program.
5. Prior to completion of 20 units, a student must complete the following:
   a. Select an advisor, form a committee (of at least three faculty members), and file the completed and approved "Declaration of Committee" form (www.csub.edu/Sociology/) with the Department.
   b. File an approved "Requirements and Plan of Study" (www.csub.edu/Sociology/) with the Department.
6. Graduate students who have completed all required coursework for their master's degree, but still need additional time to complete their thesis may maintain "continuous enrollment" by registering for SOC 700 through Extended University.

Graduation
Only classified students who have met the following requirements are eligible for graduation.
1. Completion of the requirements listed in the Plan of Study.
2. GPA of 3.0 or better in graduate work at CSUB applied toward the MA in Sociology. No more than one course with a grade of "C" (2.0) will be accepted toward the MA in Sociology.
3. Completion of all culminating experience requirements as stipulated under the Thesis or Non-Thesis options, below.
4. All requirements for the MA in Sociology must be completed before the student may participate in graduation ceremonies.

Requirements for the Master of Arts in Sociology
The Department of Sociology offers three tracks for the MA in Sociology: the Thesis Option, the Teaching Option, and the Special Project Option. Three courses are required of all Masters students (BEHS 500, 501 and SOC 502) with the remaining units being comprised of course work established in the Plan of Study developed by the student and his/her committee. Only five independent study units can be applied to the student's Plan of Study.

Research for the master's thesis or project that involves data from/about human subjects may be required to be reviewed and approved by the Institutional Review Board for Human Subjects Research (IRB/HSR). For additional details, see page 197.

Requirements for the MA in Sociology-Thesis Option (45 total units)
1. **Required Course Work** (15 units)
   BEHS 500, 501, SOC 502
2. **Elective Course Work** (21 units)
   These units, 10 of which must be at the 500-level and the remaining at the 400-level or above, will be selected based on the advice and recommendation of the student's advisor and faculty committee.
3. **Thesis Experience** (9 units)
   SOC 695
   May be taken over several quarters and must be devoted to the following sequential activities:
   a. Write and submit a thesis prospectus for Thesis Committee approval. This prospectus must include thesis objectives, proposed literature review, proposed methodology, and predicted findings.
   b. Once the prospectus is approved, thesis work up to and including the successful defense of the thesis.

Requirements for the MA in Sociology-Teaching Option (50 total units)

1. **Required Course Work** (25 units)
   BEHS 500, 501, SOC 502, 597, 598, 693
   In addition, all students will be required to serve as a teaching assistant for a lower division sociology class at CSUB for which they will not earn any academic credit.
2. **Elective Coursework** (25 units)
   These units, 10 of which must be at the 500-level or above, will be selected based on the advice and recommendation of the student's advisor and faculty committee.
3. **Culminating Experience in Teaching Sociology** (4 units)
   SOC 693
   Students must prepare and satisfactorily complete the following:
   a. Detailed syllabi for two sociology classes, one of which must be an introductory sociology class and the other a course agreed upon with the student's advisor.
   b. A detailed list of books and reading materials that could be used in the two classes above.
   c. A detailed outline of tests, paper topics and guidelines, homework exercises and other items by which students that are enrolled in the above mentioned classes might be evaluated.
   d. A research paper on a topic of relevance to the elective class.
   e. A sample class lecture on the same topic open to faculty and students-at-large.

Requirements for the MA in Sociology-Special Project Option (50 total units)

1. **Required Course Work** (20 units)
   BEHS 500, 501, SOC 502, 694
2. **Elective Course Work** (30 units)
   These units, 15 of which must be at the 500-level or above, must be approved by the student's advisor and faculty committee.
3. **Culminating Experience**
   There are two ways to meet the culminating experience requirement for the MA in Sociology-Special Project Option, both of which occur by taking for credit, no-credit SOC 694, under the supervision of the student's advisor and faculty committee.
4. **Agency-Based Project**
   a. Submit for approval to the student's faculty committee a prospectus for the Proposed Project, which shall include a description of the intended project, its objectives, methods that will be used, the scholarly literature that will be consulted, and the timetable proposed for all stages of the project.
   b. Present and defend a Final Report on the project to the student's faculty committee in a meeting open to faculty and students-at-large.
5. **Mastery of Two Areas of Sociology**
   a. Submit for approval to the student's faculty committee a prospectus for two area papers, which shall include the identification of the two areas of sociology for which the student intends to demonstrate mastery. Two lists of proposed readings and a timetable for the preparation, writing, and submission of each area paper are required.
   b. The student takes an examination on each area by his/her faculty committee in a meeting open to the faculty and students-at-large.

Department of Modern Languages and Literatures
School of Arts and Humanities
Department Chair: Anthony Nuño
Program Coordinator: Anthony Nuño
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Telephone: (661) 654-2359
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Website: http://www.csub/ModLang/
Faculty: T. Fernández-Ulloa, A. Nuño, J. Reyna
Emeriti: T. Blommers, J. Yviricu

Program Description
The Master of Arts in Spanish program is designed to enable students to perfect all their communications skills: listening, reading, speaking and writing. The curriculum is carefully planned and integrated to ensure a foundation of professional skills, and a uniform degree of coverage in the areas of Spanish and Spanish-American literature and culture, linguistics and second-language pedagogy, and the business-related fields of interpretation and translation. Students gain an excellent preparation to become far more effective teachers of Spanish or professionals who are able to interact expertly throughout their careers with Spanish-speaking persons.

To meet these objectives, the program provides: (1) balance for those who wish to terminate their studies at the Master's level and whose primary aim is to teach in a community college; (2) advanced training for teachers who wish to improve their professional skills and status; (3) a variety of courses for students who plan to continue toward the Ph.D. degree at another institution; and (4) continuing education for those who wish to extend their knowledge as an end in itself through an interesting and stimulating series of classes in literature, criticism, language and culture.

Application and Admission
Students with a bachelor's degree from an accredited college or university may apply to the University for post-baccalaureate status and simultaneously to the Department of Modern Languages and Literatures for admission to the master's degree program in Spanish. Admission to the graduate program leading to the Master of Arts Degree in Spanish requires the following:

- Acceptance to the University as a post-baccalaureate student,
- Submission of the Department's application form (available from the departmental office),
- A baccalaureate degree in Spanish from an accredited college or university with an overall grade point average of 2.5 on a 4.0 scale (or 3.0 in Spanish major) during the last 90 quarter units (60 semester units), or
- A baccalaureate degree in an appropriately related field (to be determined by the departmental admissions committee) with a grade point average of 2.5 on a 4.0 scale (or 3.0 in major) during the last 90 quarter units (60 semester units).

Applicants who have a baccalaureate degree in a subject other than Spanish must complete the six-course (30-unit) undergraduate core requirements of Spanish with a GPA of 3.0 before being considered for admission to the master's degree program in Spanish. At the discretion of the departmental admissions committee, additional courses may be required. The undergraduate core requirements are:

1. SPAN 300 or 409, 301, 302, 303
2. One of the following: SPAN 424, 426 or 428
3. One of the following: SPAN 412 or 420

Classification of Graduate Students
There are three classifications for students in the Spanish graduate program.

Classified
A student who meets all the requirements for admission to the master's degree program in Spanish will be admitted as a Classified Graduate Student. A Classified Graduate Student may take any graduate-level course meeting the requirements of his or her plan of study as long as the appropriate prerequisites have been met.

Conditionally Classified
A student may be admitted as Conditionally Classified if, in the judgment of the Graduate Committee for the Modern Languages and Literatures Department, he or she has the potential to fulfill all the conditions specified by the Committee for admission as a Classified Graduate Student and potential for successful completion of all the requirements for the graduate program. Upon fulfillment of all conditions specified by the Committee, the student's status will be administratively changed to Classified Graduate Student.

Candidacy
Classified students who have maintained a 3.0 GPA will be advanced to candidacy in the quarter in which they intend to graduate.

Academic Advising
Meeting with the Graduate Program Coordinator is an important first step in the MA program. It is the student's responsibility, in consultation with the Graduate Program Coordinator and departmental advisors, to choose appropriate courses. The Graduate Program Coordinator guides students during the period of graduate study and responds to any concerns students may have while in the program. It is essential that MA students stay in contact with the Graduate Program Coordinator, so the department can provide current information to help the student move expeditiously through the program. Students have a responsibility to schedule regular meetings with the Graduate Program Coordinator and their advisors.

Examination Committee

Each MA student in Spanish must have an Examination Committee to conduct both the written and oral examinations specified in number 4 of the Program Requirements (See also SPAN 690). The committee will be comprised of faculty members representing each of the three fields specified in number 1 of the Program Requirements. The Graduate Program Coordinator can provide assistance in forming this committee.

Requirements for the Master of Arts in Spanish

1. Completion of a minimum of 48 units of approved upper-division and graduate courses (400 through 600 level) in Spanish to include SPAN 500 and at least two 5-unit courses, one of which must be at the 600 level, from each of the following fields:
   - **Linguistics, Second-Language Acquisition Pedagogy and Interpretation/Translation:** SPAN 412, 413, 415, 420, 477, 540, 541, 542, 543, 544, 577, 639, 677, 698, and 699
   - **Spanish Literature and Culture:** SPAN 477, 532, 533, 537, 538, 552, 577, 630, 631, 677, and 699
   - **Spanish-American Literature and Culture:** SPAN 416, 419, 424, 426, 428, 477, 495, 534, 535, 550, 551, 577, 636, 677, and 699

   The remaining 10 units may be taken from any of the courses listed above. However, a maximum of only four 400-level courses (20 units) may be counted toward the Master of Arts degree in Spanish. Courses taken as an undergraduate do not count and may not be repeated toward fulfillment of the master's degree requirements. No more than 13.5 quarter units (9 semester units) of transfer graduate credit are allowed, subject to approval by the departmental admissions committee.
2. Maintain of a 3.0 GPA in all work undertaken as a graduate student.
3. All graduate students must meet the Graduation Writing Assessment Requirement (GWAR). If the student earned his/her baccalaureate from CSUB or any CSU campus in the last two decades, then the student will have already met the GWAR requirement. All other students must fulfill the GWAR through an approved course of by passing the writing exam.
4. Successful completion of a "culminating experience" consisting of written examinations on the Graduate Reading List in each of the three fields listed in number 1 above. In addition all students must pass an oral comprehensive examination.

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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 designed as junior level; may be opened to "advanced" lower division students under special circumstances with prior approval.
400 - 499	Upper-division courses designed as senior level not open to lower division students and may be used for post-baccalaureate or graduate credit with prior approval.
500 - 599	Graduate courses open to "advanced" seniors, credential candidates, and graduate students.
600 - 699	Graduate courses designed primarily for Classified graduate students.
700 - 799	Continuous enrollment courses designed for those students who have completed all requirements for the Master's Degree except the thesis, project or examination, and who are not enrolled in any other course. These are offered in each Master's program.

Lower Division

ACCT 220 Introduction to Financial Reporting and Accounting (5)
This course introduces students to basic features of financial accounting systems with emphasis on the accounting cycle and the preparation of financial statements for both corporations and sole proprietorships.

ACCT 221 Introduction to Managerial Accounting (5)
This course introduces students to basic features of internal reporting systems with an emphasis on decision making. Following a review of the financial accounting cycle, budgeting for planning and control will be stressed with emphasis on cash management, working capital management, inventory management, product costing, cost volume profit analysis, and cost allocation. Prerequisite: ACCT 220.

ACCT 275 Business Law (5)
This course provides an overview of legal principles that affect commercial transactions and a basic framework for analyzing the legal dimensions of business practices and operations. Topics include contract law, E-contracts, UCC sale of goods, property law, torts, constitutional and administrative law, partnership and corporate law, and ethics.

Upper Division

ACCT 300 Intermediate Accounting I (5)
This course provides an intensive study of basic financial accounting theory, financial statements, the accounting cycle, working capital accounts, and operational assets. It also extensively covers revenue recognition concepts. Prerequisite: ACCT 221.

ACCT 301 Intermediate Accounting II (5)
This course is the continuation of the study of financial accounting theory from Intermediate Accounting I. Specific topics covered includes long-term liabilities, stockholders' equity, accounting changes, error analysis, cash flow and accounting for income taxes, leases and pension costs. Prerequisite: ACCT 300. Strongly recommended: FIN 300.

ACCT 303 Managerial Accounting (5)
This course provides an intensive study of cost accumulation systems for manufacturing and service enterprises. Emphasis is on managerial cost analysis and management decision making. Prerequisite: ACCT 221.

ACCT 325 Fundamentals of Tax – Individuals (5)
This course is an introduction to US Income Taxation with the focus on taxation of individuals. It starts with the tax laws and related research sources. It then covers the basics of gross income, income exclusions, deductions, tax rates, credits, and collection methods. Specific subjects include basis of assets, depreciation, taxation of sales and exchanges, loss limitations and alternative minimum tax. The students will also learn how to hand-write individual income tax returns. Prerequisites: ACCT 220.

ACCT 326 Fundamentals of Tax – Business (5)
This course is an introduction to the US Income Taxation of Business Entities. It starts with a brief summary of the laws and related research sources. The main objective is to understand the difference between treatment for taxation purposes and for financial statement reporting. This includes the typical income and expense items as well as special items such as depreciation, research and development, non-deductible items, loss limitations, carry-overs, alternative minimum tax, and tax credits. Coverage will also include the differing tax treatment of partnerships, LLC's and S corporations. Prerequisites: ACCT 220.

ACCT 360 Accounting Information Systems (5)
This course covers general systems concepts and theory, with an emphasis on internal controls. It includes the collection and processing of accounting information, internal control aspects of accounting systems, systems life cycle in an accounting framework, and the interface of accounting systems and computer technology. Prerequisite: ACCT 221.

ACCT 370 Agribusiness Accounting (5)
This course addresses accounting issues unique to agribusiness. Topics to be covered include: review of basic accounting concepts from the perspective of agribusiness, income taxes, management reports and data sources in agriculture, budgeting, financing, and ratio analysis. Students will learn the differences between cash accounting, accrual accounting, and crop/field accounting. They will also learn what method is most useful for different objectives such as field/crop management, overall farm management, overall farm reporting, tax reporting, reports for lenders, and reports for owners/shareholders. Cross listed with AGBS 370. Prerequisite: ACCT 221.

ACCT 400 Advanced and International Accounting (5)
This course addresses advanced topics in accounting and will include coverage of a number of the following topics: special problems of accounting for business combinations, reorganizations, bankruptcies, partnerships, governmental and nonprofit organizations, trusts and estates, and international accounting. It will include discussion of the current issues related to the global harmonization of accounting standards (International Financial Reporting Standards) and the impact on the accounting profession. Prerequisite: ACCT 301.

ACCT 408 Auditing (5)
This course covers the fundamentals of auditing theory and practice, ethical standards, auditing standards, auditing techniques, and the audit report; special emphasis is placed on independent audits by CPAs and the role of CPAs in society. Prerequisites: ACCT 301 and 360.

ACCT 450/650 Accounting Ethics (5)
This course will focus on the unique issues and obligations of professional accountants. We will begin this study with a discussion of why accounting ethics matters and why students should study ethics at this point in their academic career. Further, students will examine what it means to be a professional accountant and will discuss what virtues accountants must possess to best serve the public interest. Students will study the language of ethics and will be able to distinguish between principles and rules. High profile cases will be used to demonstrate the failings of the profession and individual accountants. An in-depth study of ethical standards for the various professional accounting organizations at the national and state levels will enable students to understand the ethical framework from which they will operate as professional accountants. Prerequisites: ACCT 301 or graduate standing.

ACCT 475 Business Law II
This second course in business law expands application of legal principles that affect commercial transactions and further develops the basic framework for analyzing the legal dimensions of business practices and operations. Topics include: employment and labor law issues; consumer law; antitrust law; insurance law; wills and trusts; mortgages; secured transactions; suretyship; debtor – creditor relationships; bankruptcy law; federal securities regulations; criminal law; negotiable instruments; international law; environmental law; computers and the law; and professional liability and accountability. Prerequisite: ACCT 275.

ACCT 477 Special Topics in Accounting (1-5)
Special topics course in Accounting provides students with the opportunity to take an in-depth study of an area not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

ACCT 496 Internship in Accounting (1-5)
This course provides an integrated academic experience in a work setting. Units may not be used to satisfy the requirements of the Business Administration major. Students may earn a maximum of 5 units through internships. It is offered on a credit, no-credit basis only.

Graduate Courses

ACCT 600 Financial Accounting for Leaders (4)
This course focuses on the use of financial statements in evaluating the success or failure of a business. Financial statements are the main method of communicating business results. Leaders in business and without need such knowledge.

ACCT 620 Accounting for Decision Making and Control (4)
This course examines how accounting information is used in managerial decision-making and control. The course stresses how to use rather than how to prepare accounting reports. Topics to be covered include: basic cost concepts, cost volume profit relationships, product costing, differential analysis, strategic product pricing, cost allocation, budgeting and the evaluation of financial performance. This course is designed for MBA and MPA students who have not had ACCT 303 or its equivalent. Prerequisite: This course is not open to students who have taken ACCT 303 or its equivalent.

ACCT 640 Financial Reporting and Statement Analysis (4)
This course examines how generally accepted accounting principles impact the quality and volatility of both earning and cash flow. Specific focus will be placed upon the recent accounting scandals which led to the Sarbanes-Oxley Act and the ethical issues these scandals have raised. Other current topics will be discussed. ACCT 677, Special topic courses provide each 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. Each department will determine applicability toward the concentration.

ACCT 450/650 Accounting Ethics (5)
This course will focus on the unique issues and obligations of professional accountants. We will begin this study with a discussion of why accounting ethics matters and why students should study ethics at this point in their academic career. Further, students will examine what it means to be a professional accountant and will discuss what virtues accountants must possess to best serve the public interest. Students will study the language of ethics and will be able to distinguish between principles and rules. High profile cases will be used to demonstrate the failings of the profession and individual accountants. An in-depth study of ethical standards for the various professional accounting organizations at the national and state levels will enable students to understand the ethical framework from which they will operate as professional accountants. Prerequisites: ACCT 301 or graduate standing.

ACCT 677 Selected Topics in Accounting (1-4)
Special topic courses provide each 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. Each department will determine applicability toward the concentration.

ACCT 699 Individual Graduate Study in Accounting (1-4)
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).

Graduate Courses

Note: The Foundation courses build skills that will be reinforced and applied throughout the program. They should be completed as soon as possible, as should the 500-level portion of the Core. Specific prerequisites are enumerated.

ADM 510 Advanced Technical Communications (5)
Principles and practices of writing material particular to science, technology, and specialized professions. Includes expanded definitions, technical descriptions, process explanations, instructional pamphlets, laboratory reports, proposals, writing for the web, communicating with international audiences, and managing effective presentations. Upon completion of the course, students should be able to effectively write various types of technical documents, adapt rhetorical forms to technical communications, and provide constructive feedback regarding written communication in collaborative and leadership settings. **GWAR**

ADM 511 Interpersonal Communication Skills (5)
Conceptual and developmental views of interpersonal communication. Theory and practice of effective interpersonal communication. Self, perception, and cultural diversity in interpersonal communication. Skills relating to listening and responding, verbal and nonverbal communication, and conflict resolution. Understanding, developing, and nurturing interpersonal communication relationships with family, friends, and colleagues. Upon completion of the course, students should be able to effectively exercise fundamental interpersonal communication skills, build and nurture interpersonal relationships, provide constructive feedback regarding interpersonal communication in leadership settings, and exercise teamwork skills.

ADM 512 Leadership (5)
This course is designed to prepare students to understand and be successful in leadership roles. Topics include historical and contemporary models of leadership, effective leadership behaviors, power and influence, change process, self-assessment, personal character in leadership, and leadership in the future. Upon completion of the course, students should be able to assess their own strengths and weaknesses as a leader, inspire and motivate others toward a common purpose, and articulate a personal vision for organizational leadership.

ADM 514 Benefit-Cost Analysis (5)
Techniques for evaluating the benefits and costs of projects and policies. Topics include time value of money and financial math, decision rules, expected inflation and relative price changes, discount rates, after-tax analysis, replacement analysis, risk and uncertainty, input constraints and benefit-cost ratios, and use of cost-effectiveness analysis when goals are mandated. Upon completion of the course, students should be able to use benefit-cost analysis to evaluate projects, utilize spreadsheets to make benefit-cost calculations, and concisely report the assumptions and conclusions of a benefit-cost analysis.

ADM 515 Project Management (5)
The process of integrating and harmonizing systems, techniques, and people to achieve the desired results of a project within established goals of time, budget, and quality. Upon completion of the course, students should be able to identify a project, articulate its goals and objectives, plan all aspects of its execution, execute and control the project, close out the project, and devise appropriate follow-up activities.

ADM 516 Program Evaluation (5)
Definition, history, and development of program evaluation. Professional roles, ethics, and standards for the practice of program evaluation are emphasized throughout the course. Topics include development of program goals and objectives, reliability and validity, importance of multiple measures, reporting results, and use of program assessment to plan and implement change. Qualitative and quantitative methods covered include interviewing techniques, focus groups, surveys, and observation. Case studies utilized. Upon completion of the course, students should be able to: (1) evaluate validity, reliability and attainment of ethical/professional standards in various case studies of program evaluation and (2) carry out an effective program evaluation. Prerequisite: One statistics course.

ADM 518 Managerial Economics (5)
Methods and applications of managerial decision-making, covering topics of product and labor demand, production and cost functions, market structure, price and advertising, strategic decision making, decision making under uncertainty, organization architecture, contracts and outsourcing, incentive system, ethics, and leadership. Upon completion of this course, the student will be able to (1) develop greater knowledge of the types of problems faced by business managers; (2) develop intuition concerning how economics helps solve managerial problems; (3) learn the strategic workings of modern firms (i.e., small, large, domestic, and multinational); (4) understand how market organization, corporate culture, and public policy affect business performance; and (5) improve presentation skills, including developing an ability to convey information to others. These objectives are achieved by classroom lectures and discussions, data analysis projects, historical and current events, homework assignments and examinations.

ADM 520 Quantitative Decision Making (5)
Quantitative methods for solving real world problems encountered in various professions. The hands-on, case-study approach is utilized in the diagnosis of problems and search for statistical solutions. Upon completion of the course, students should be able to formulate research questions and experimental designs, collect and analyze data, estimate models, and interpret statistical results to assist with decision support. Prerequisite: One statistics course.

ADM 524 Organizational Structure and Processes (5)
This course is designed to acquaint students with the principles of organizational environments and structure and the ways in which decision-making, the use of technology, communications, political processes, organizational change, and conflict can be approached more effectively. Students will complete a series of projects in which they use the theories and models discussed in the course to critically examine an actual organization and to generate suggestions for improvement. Upon completion of the course, students should be able to analyze processes in organizations, diagnose organizational effectiveness, develop recommendations for improving effectiveness, and effectively communicate recommendations.

ADM 525 Human Resource Management Foundation (5)
This course is an examination of the Human Resource foundation. Students will complete a series of projects that focus on the labor market, the external legal environment, and the manager's view of the employee life cycle (recruiting and selection, training, supervision, and termination). Upon completion of this course, students should be able to analyze the legal and market forces affecting jobs, perform a job analysis, hire an employee, supervise employees, identify initial training needs and methods, and separate an employee from an organization.

ADM 526 Dealing with the Difficult Employee (5)
This course examines a topic that has become more important to organizations — the management of human resources. Students will complete a series of projects that focus on supervisory methods (e.g., coaching and counseling), discipline, training, termination, and related legal issues (e.g., unfair termination, sexual harassment, abusive employees). Upon completion of this course students should be able to analyze and interpret the changing legal environment, exercise supervisory methods to effectively manage human capital to meet tactical and strategic organizational goals, and effectively address disruptive employee's behaviors.

ADM 527 Contracting and Outsourcing (5)
This course identifies chains of production and marketing processes, considers the conditions under which buying in markets and vertically integrating these processes have inherent strengths and weaknesses, and analyzes the optimal structuring of outsourcing contracts. Upon completion of this course, the student will be able to identify separable production and marketing processes, identify and evaluate outsourcing versus vertical integration alternatives for specific production and marketing processes, and manage outsourcing activities through effective structuring of contracts.

ADM 528 Strategic Competition (5)
The process for formulating, evaluating, and executing competitive strategies for services, products, and product-mixes through identification and analysis of opportunities, challenges, and risks associated with dynamic and uncertain changes within industries in the domestic and international marketplace. Upon completion of this course, students should be able to: analyze forces shaping and sustaining competitive advantage in an industry, develop strategies for creating a competitive advantage, and monitor and analyze technological and other trends influencing industry structure.

ADM 625 Advanced Human Resource Management (5)
This course examines advanced topics in Human Resource Management. Students will complete a series of projects that focus on strategic human resources, selection, staffing planning, compensation, benefits, training, and employee development. Upon completion of this course students should be able to develop new selection methods, devise a plan for filling employment vacancies, develop compensation plans, and identify training and development needs. In addition, each student should be able to integrate information from the various areas for strategic HR planning decisions. Prerequisite: ADM 525.

ADM 677 Selected Topic (1-5)
This course provides the student with the opportunity to carry out an in-depth study of a selected topic not covered in regular course requirements. The department offering the course will determine prerequisites and course requirements. The Academic Coordinator shall approve applicability of the course to the elective requirement.

ADM 690 Capstone (5)
Each course description in the Catalog ends with a delineation of the intended outcomes. Course assignments will be aligned with these intended outcomes. The capstone course will require compilation of the assignments into a portfolio that is presented to showcase skills attained in the program. Each year, a section of the portfolios will be examined by the Program Committee to assess a component of the academic program. The capstone course also will require completion of a culminating project. Students will propose a project that thoroughly applies and further develops a subset of skills acquired in the program (e.g., ADM 515 or ADM 516). To the extent possible, students will be encouraged to complete a work-related project. This will add realism and further their professional advancement.

ADM 699 Directed Study (1-5)
Individual study may be used upon approval of the Academic Coordinator and the instructor of record to provide educational and research opportunities in areas not covered by regular courses. No more than 5 quarter units may be used to satisfy degree requirements.

Lower Division

AGBS 271 Principles of Agricultural Law (5)
A survey of legal issues and principles of practical concern that is applicable to transactions in agribusinesses. This foundation course introduces fundamentals of laws, regulations, and government practices affecting farming enterprises and related agriculture service and product industries, and addresses ethical principles associated with agricultural activities. Topics include government relationships; compliance requirements; contracts; tort liability; property law; employment law; and legal issues pertaining to agricultural cooperatives, soil, water, animals, and crops. Cross listed with BA 270.

Upper Division

AGBS 350 Agricultural Management (5)
Core management concepts and theories applied to agribusiness. Topics include individual dynamics (motivation, values); planning (demand, forecasts, budgets); organizing (strategy, structure, change); leadership (power, influence, negotiation, human resources); and control (product/inventory, financial management). Cross listed with MGMT 350.

AGBS 351 Agricultural Marketing (5)
Core marketing concepts applied to agriculture and the food system. Considers the conceptual foundations of effective marketing and industry practices by growers, processors and packagers, and intermediaries such as wholesalers, distributors, brokers, agents, and retailers. Imparts a forward-looking global perspective by incorporating research findings, technology trends, and international marketing strategies. Incorporates business cases, simulated decision scenarios, guest speakers, and field projects involving local enterprises. Ethical issues are considered and marketing strategies analyzed in the context of customer objectives and stakeholder concerns. Cross listed with MKTG 351.

AGBS 370 Agribusiness Accounting (5)
This course addresses accounting issues unique to agribusiness. Topics to be covered include: review of basic accounting concepts from the perspective of agribusiness, income taxes, management reports and data sources in agriculture, budgeting, financing, and ratio analysis. Students will learn the differences between cash accounting, accrual accounting, and crop/field accounting. They will also learn what method is most useful for different objectives such as field/crop management, overall farm management, overall farm reporting, tax reporting, reports for lenders, and reports for owners/shareholders. Cross listed with ACCT 370. Prerequisite: ACCT 221.

AGBS 371 Economics of Agriculture and Natural Resources (5)
Economic policy analysis of agriculture and natural resources with emphasis on California agriculture. Topics include the structure and organization of U.S.'s agriculture and food system, specifically the operation, financing, linkages, and functions of its components; the economic aspects of a wide range of environmental issues including air and water pollution, optimal forest and fisheries management; recycling; cost-benefit policy analysis case studies; and international issues. Cross listed with ECON 371. Prerequisite: ECON 201.

AGBS 372 Agricultural Trade Policy (5)
An introduction to practical considerations of agricultural trade and trade policy analysis. Emphasis is placed on concepts of agricultural trade, analysis of trade policies of major trading partners and the export/import marketing of agricultural products. Also the interdependencies between the world's food, populations and equitability/poverty problems and possible solutions are explored. Cross listed with ECON 372. Prerequisite: ECON 201.

AGBS 373 Agricultural Finance (5)
The objective of this course is to provide students with the tools necessary to evaluate and manage risk in the agricultural industry. This course provides an introduction to the economic theory, organization, and operating principles of agricultural commodity futures markets in the U.S. Emphasis is placed on speculating, hedging, and investing in agricultural commodity futures contracts from the standpoint of the agribusiness entrepreneur. Capital theory is also visited. Cross listed as ECON 373. Prerequisites: ECON 201, MATH 140, ECON 220 or equivalent; or permission of instructor.

AGBS 496 Internship in Agribusiness (1-5)
Internships may be arranged by the department with various agencies or businesses. Prerequisite: Permission of program coordinator who will determine credits and application of credit. May be repeated. Offered on a credit, no-credit basis only.

Lower Division

ANTH 100 Introduction to Cultural Anthropology (5)
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. Prerequisite: ENGL 100. **GE D1**

ANTH 102 Introduction to Biological Anthropology (5)
Introduction and application of the basic principles of the life sciences to consideration of humanity as biological beings. Fundamentals and application of evolutionary biology, molecular genetics, population genetics, and physiology to human evolution and diversity. Investigative laboratory projects are required. Lab fee may be required.

ANTH 104 Introduction to Archaeology (5)
An introduction to archaeological method and theory, including methods of site discovery, excavation, and laboratory methods. Basic concepts of artifact and ecofact analysis are also covered. Many examples of archaeological sites from around the world will be used for illustrative purposes and class discussion. Prerequisite: ENGL 100. **GE D1**

ANTH 106 World Archaeology: An Introduction to Ancient Civilizations (5)
This course provides an overview of the development of human societies around the world starting with the earliest hunter-gatherers and ending with the fall of ancient empires. The course encompasses a multicontinent ten-week tour through the most intriguing and fascinating archaeological sites and ancient civilizations, including those of Egypt, the Middle East, Mexico, China, and much more. Course participants will gain a renewed appreciation for the tremendous contribution of the past to our contemporary society. Prerequisite: ENGL 100. **GE D1**

ANTH 110 World Prehistory I-Archaeology of Africa, West Asia and Europe (5)
Development of regional cultures in sub-Saharan Africa, the circum-Mediterranean region, and Europe from the appearance of anatomically modern humans to the dawn of the historic era. Transition of post-Pleistocene hunters, gatherers, and fishers into early Neolithic farmers with domestication of plants and animals in the Fertile Crescent. Expansion of agriculture and animal husbandry into Europe. Formation of the first Mesopotamian, Egyptian, sub-Saharan African, and Mediterranean cities and city-states. Expansion of Chalcolithic city-states into Bronze Age regional states. Smelting of iron, Bantu expansions into East and South Africa. Formation of first inter-regional imperial states.

ANTH 111 World Prehistory II-Archaeology of East Asia and Oceania (5)
Development of regional cultures from the end of the last Ice Age to European contact. Neolithic transition of hunter-gatherer societies with the rise of domestication and establishment of sedentary communities. Cultural and technological development in India, China, Japan, Korea, mainland and insular Southeast Asia, Australia, and Oceania. Political, cultural, and economic interactions across geographic regions. Development of social stratification, occupation of peripheral geographic zones, development of maritime technology and colonization of the western Pacific.

ANTH 112 World Prehistory III-Archaeology of the Western Hemisphere (5)
Development of regional cultures from the end of the last Ice Age to European contact. Woodland transition of North American hunter-gatherer societies through intensive use of wild resources. Formative and Early Horizon transition of Mesoamerican and South American hunter-gatherer societies with the rise of domestication and establishment of sedentary communities. Formation of regional city-states and inter-regional empires. Political, cultural and economic interactions across geographic regions. Adena, Hopewell, Mississippian, Hokokam, Mogollon, Anasazi, Olmec, Monte Albán, Teotihuacan, Maya, Toltec, Aztec, Chavín, Moche, Nazca, Wari, Tiwanaku, Sicán, Chimú, Inka.

ANTH 120 Evolution and Scientific Creationism (5)
This course introduces logical reasoning and scientific methodology as it can be applied to the current divisive debate between evolutionary biology and scientific creationism. The focus of this course is on elements of critical thinking, including deductive and inductive reasoning, proofs, probabilities, the influence of values, the status of evidence, and legal reasoning. In the context of examining the evidence and arguments offered for and against evolution and scientific creationism, students will demonstrate skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion. **GE A3**

ANTH 121 Amazing Archaeology (5)
Exploration of pseudoscientific claims based on archaeological evidence with a focus on elements of critical thinking, including deductive and inductive reasoning, proofs, probabilities, the influence of values, and the status of evidence. Assessment of current understanding of peopling of the New World, Atlantis, Ancient Astronauts. Noah's Ark, Shroud of Turin, and Stonehenge. **GE A3**

INST 205 Perspectives on Women in Society (5)
This is a required course in the Women and Gender Studies Minor. (For course description, see listing under "Interdisciplinary Courses.") **GRE**

ANTH 252 Native Peoples of North America (5)
An introduction to the Indian, Inuit, and Aleut peoples of North America from their arrival on the continent through contact with peoples from Europe, Africa, and Asia. The course will examine the social, economic, political, and religious aspects of the various groups and will include a discussion of the impacts of Euro-American culture on Native peoples. Prerequisite: ENGL 110. **GRE**

ANTH 253 Peoples and Cultures of South Asia (5)
Overview of the diverse peoples and cultures of South Asia. Exploration of the influence of geography on subsistence patterns, and how nomadic pastoralism, village communities, and cities form a unique social ecology that profoundly influences contemporary political and religious interactions. Examinations of the family, the caste system, and religion, and the impact upon each from modernization. Prerequisite: ENGL 110. **GE D1**

ANTH 277 Selected Topics in Anthropology (1-5)
Specialized topics in anthropology offered periodically as announced. May be repeated on a different topic. Prerequisite: Permission of instructor and approval by the Anthropology Program Coordinator. Credit or no-credit only. [By Petition]

ANTH 289 Experiential Prior Learning (1-5)
Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the Department. Requires complementary academic study and/or documentation. Offered on a credit, no-credit basis only. Not open to postgraduate students. Interested students should contact the Community Service office. Prerequisite: Permission of instructor and approval by the Anthropology Program Coordinator. [By Petition]

ANTH 291 Introductory Field Archaeology (5)
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 survey techniques. (Laboratory fee may be required).

ANTH 298 Directed Study in Teaching Anthropology (1-5)
Theory and method in lower division instruction. Weekly meetings with faculty instructor that may include administering and developing examinations, individual tutoring and discussion group leadership, and directed readings of relevant topics. Prerequisite: Permission of instructor and approval by the Anthropology Program Coordinator. May be repeated for different course content. [By Petition]

Upper Division

ANTH 300 Introduction to Research Methods (5)
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 qualitative and quantitative research methods in the social sciences, and data collection and analysis. Prerequisites: MATH 140 (or equivalent). Must pass course with grade of C- or higher in order to advance to second course in Methods sequence.

ANTH 302 Human Osteology (6)
Growth, development, and alteration of the human skeleton. Determination of age, sex, stature, and genetic ancestry from bones and teeth. Skeletal remains for diagnosis of disease and identification of cultural practices. Three lectures and three laboratory periods per week. Prerequisite: ANTH 102 or BIOL 100 or 250. Must pass course with grade of C- or higher in order to satisfy second course in Methods sequence.

ANTH 306 Primate Behavior (5)
This course provides an upper-division survey of behavior and appearance of living nonhuman primates. Emphasis is placed upon assessment of primate behavior from three perspectives. An *internal* perspective that seeks to determine the impact of diet, reproduction, infant care, and social group mobility on primate behavior. An *external* perspective that provides an assessment of how ecological conditions, other primate species, and other animals affect primate behavior, and an *evolutionary* perspective that attempts to understand how living primates came to behave the way they do and the relative contributions of in-born, instinctive behaviors versus socially learned behaviors to primate activities. Prerequisites: ANTH 102 or BIOL 100.

ANTH 310 Anthropology through Film (5)
Examination of cultural variation through ethnographic films and commercial cinema from an anthropological perspective. Consideration of cultural values, gender roles, social stratification, and other socialized phenomena as depicted in American films, American films reinterpreted by non-American directors, foreign films reinterpreted by American film directors, as well as non-American films conceived and directed by non-American directors. Evaluation of the universals portrayed in films worldwide as well as culturally-specific use of symbology to depict those universals. **GE T3**

BEHS 318 Psychological Anthropology (5)
(For course description, see listing under “Interdisciplinary Courses.”)

ANTH 330 Diversity in the Classroom (5)
This course examines various types of diversity teachers will encounter in the classroom in the United States, including race, ethnicity, social class, sexual orientation, and immigration status. Prerequisite: ANTH 100, PSYC 310, or CAFS 350.

ANTH 339 Sexual Behavior in Cross-Cultural Perspective (5)
Analysis of the patterns of sexual behavior particularly in non-Western cultures from evolutionary, sociocultural, and historical perspectives. The ways and means by which concepts of sexuality are integrated within the larger sociocultural system with particular attention being given to the impact of gender, race, ethnicity, class, and sexually transmitted diseases (especially the significant effect of AIDS) upon sexual expression. **GRE**

ANTH 340 People and the Environment (5)
An examination of the basic adaptations of humans to their environment with the association and interaction between geography, environment, adaptation, and culture being the primary focus. The basic concepts of ecology and the adaptive strategies of hunter-gatherers, pastoralists and agriculturalists are discussed in detail. Consideration also is given to the changing adaptations of cultures undergoing modernization and to the impact of human cultures on the modern environment. **GE T3**

ANTH 350 Peoples of Mexico (5)
An analysis of social, economic, political and religious institutions in various contemporary rural Indian and Mestizo communities from socio-historical and ecological perspectives. Particular emphasis on examination and analysis of current socioeconomic issues impacting indigenous populations in Mexico and their strategies to cope with ongoing processes of globalization. **GE T3**

ANTH 351 Native Peoples of California (5)
This course provides an overview of California Indian groups, including a brief discussion of the origin and prehistory of native peoples and a detailed treatment of the diversity of aboriginal cultures prior to European contact. Analysis of the impact of Europeans, problems of intercultural relations, and the current status of California Indians. Prerequisite: ANTH 100 or permission of instructor. **GE T3**

ANTH 370 Globalization and Cultural Change (5)
Examines the impact of European economic and political expansion on non-Western cultures with particular attention to the effects of global capitalistic processes within the last half of the twentieth century, as well as indigenous responses to those global pressures. Historical consideration of the pre-colonial and colonial setting, organized responses to colonial and Western domination, economic dependency, and contemporary strategies for dealing with globalization, including transmigration.

BEHS 382 The Aged (5)
(For course description, see listing under "Interdisciplinary Courses.") **GE T3**

ANTH 390 Method and Theory in Archaeology (5)
Theory, method, and techniques of fieldwork, data analysis, reconstruction of prehistoric cultures, and the interpretation of culture history. Problem formulation and research design in archaeology. History and contemporary developments in archaeological research. Prerequisite: ANTH 104 or permission of instructor. Must pass course with grade of C- or higher to satisfy second course in Methods sequence.

ANTH 391 Intermediate Field Archaeology (5)
Archaeological excavation and survey in the greater Kern County region. All aspects of field techniques are covered: field reconnaissance and survey, site recording, mapping, excavation, and evaluation of data. Students conduct survey, mapping, and excavate at selected archaeological sites. A field trip fee may be required. Consult the class schedule for specific details. Prerequisite: ANTH 291 or permission of instructor.

ANTH 392 Introduction to Laboratory Methods in Archaeology (5)
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. Prerequisite: ANTH 104 or equivalent.

ANTH 396 Human Corps (1)
One unit of credit for 30 or more hours of volunteer community service experience. Open to students with appropriate anthropology background. The student may suggest a suitable placement or request an assignment from the Anthropology Program Coordinator. 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. Prerequisite: permission of instructor and approval by the Anthropology Program Coordinator. Credit or no-credit only. [By Petition]

ANTH 403 Forensic Anthropology (5)
A survey of methods used by forensic anthropologists to recover and identify human remains for legal purposes. Topics covered include forensic archaeology; differentiation between human and nonhuman remains; individual identification from age, sex, stature, genetic ancestry, health-status, and anomalous features. Prerequisites: ANTH 302 or permission of instructor.

ANTH 404 Human Evolution (5)
Examination of the history and current status of scientific inquiry into human origins and evolutionary development of humanity from our primate foundation to the appearance of anatomically modern humans. Prerequisite: ANTH 102 or BIOL 100 or permission of instructor.

ANTH 405 Bioarchaeology (5)
Analysis of evidence from the human skeleton for interpretation of human behavior in the prehistoric past. Survey of cultural attitudes concerning death, social status, and beauty, from disposition of the body, differential health status, and ornamentation. Consideration of the impact of habitual and acute stresses through pathological affliction and assessment of biomechanical properties. Assessment of dietary behavior through trace elements, stable isotopes, and dental diseases. Evaluation of violent behavior, domestic and institutional, through trauma. Prerequisites: ANTH 104 and 302 or permission of instructor.

ANTH 406 Primate Evolution (5)
Evolution and diversification of the primate order from the first primates to the appearance of the Great Apes. Skeletal anatomy, evolutionary theory, and living primates as bases for exploring the development of nonhuman primates. Prerequisite: ANTH 102 or 306. ANTH 302 recommended.

ANTH 410 Anthropology of Death (5)
Consideration of the death experience in the broadest possible context. Survey of funerary practices encompassing mummification, burial, exposure, cremation, and endocannibalism. Examination of historical and ethnographic observations of mortuary practices and attitudes, as well as their utility for building analogies for interpretation of mortuary practices and attitudes of past peoples from archaeological remains. Use of mortuary practices for reconstruction of gender roles, social stratification, valuation and agency. Constraint of political considerations—both past and present—that call into question fundamental assumptions about death, dying, and monumentalism held by many. [Variable Quarters]

ANTH 415 Cultural Resource Management (5)
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. Requirements regarding the disposition of human remains and coordination and consultation with Native Americans. Prerequisite: Enrollment in this course requires sophomore standing or higher.

ANTH 421 Linguistic Anthropology (5)
Examination of the socio-cultural context of language use. Consideration of sociolinguistics in cross-cultural perspective and the various uses for sociolinguistics such as ethnopoetics, the ethnography of performance, language ideology, language planning and language revitalization efforts, as well as learning methods of transcription for anthropological analysis. Prerequisite: ANTH 100 or equivalent.

ANTH 434 Qualitative Research Methods (5)
Collection, analysis, and reporting of qualitative data from social settings in everyday life. Qualitative methods considered include, but are not limited to, participant observation and interviewing techniques. We also emphasize the ethics of qualitative research. Formulation of research problem and use of conceptual and theoretical materials in your analysis of qualitative data. Lab sessions will include computerized analyses of data. Prerequisite: ANTH 300 or equivalent course. Must pass course with grade of C- or higher to satisfy second course in Methods sequence.

BEHS 435 Family and Kin: Comparative Perspectives (5)
This course counts as an elective for the Women and Gender Studies Minor. (For course description, see listing under "Interdisciplinary Courses."). **GRE**

ANTH 438 Anthropology of Gender (5)
A cross-cultural examination of the social construction of gender roles in societies across time. Particular attention given to analyzing the cultural forces that determine how women's roles are defined and how they change. **GRE**

ANTH 473 Historical Archaeology (5)
The study of the archaeological remains of cultures for which there is a written historical record. Topics to be covered include the definition and history of historical archaeology as a unique discipline, its analytical methods, theoretical issues, contemporary approaches, and practical applications. Prerequisite: ANTH 104 or permission of instructor.

ANTH 474 Archaeology of California (5)
This course provides a general overview of California archaeology. Topics to be covered include a review of the development of archaeological method and theory in California, a region-by-region synthesis of prehistory, and the status and direction of current research. Prerequisite: ANTH 104 or permission of instructor.

ANTH 475 Prehistory of North America (5)
The prehistory of North America, north of Mexico, is examined in detail from the first entry of people to the continent to the time of contact with Euroamericans. Emphasis on cultural development over time, ecological interactions, and implications of the human occupation of North America. **GE T3**

ANTH 477 Selected Topics in Anthropology (1-5)
Specialized topics in anthropology offered periodically as announced. One course in anthropology recommended. May be repeated for different course content. Prerequisite: Permission of instructor and approval by the Anthropology Program Coordinator. [By Petition]

ANTH 480 Introduction to Lithic Technology (5)
The aim of this course is to provide the student with a more complete understanding of flaked and ground stone artifacts recovered from archaeological contexts. Students will learn to identify lithic tool material types, how to analyze flaked stone tools and lithic debris, and become familiar with the theoretical issues related to stone tool raw material acquisition and production. An emphasis is placed on experimental tool production studies and students will be required to engage in flaked stone replication. Prerequisite: ANTH 104 or permission of instructor.

ANTH 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 and approval by the Anthropology Program Coordinator. Credit or no-credit only. [By Petition]

ANTH 482 Archaeological Faunal Analysis (5)
This course will teach students basic skills for the identification of both invertebrate and vertebrate faunal remains recovered from archaeological sites. Students will learn the essential morphological attributes of both invertebrate and vertebrate fauna most frequently found in archaeological contexts; learn how to prepare comparative shell and skeletal collections; and become acquainted with taphonomic processes and other agents of bone and shell modification. Prerequisite: ANTH 104, or 102 or BIOL 100 or permission of instructor.

ANTH 489 Experiential Prior Learning (1-5)
Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the Department. Requires complementary academic study and/or documentation. Offered on a credit, no-credit basis only. Not open to postgraduate students. Interested students should contact the Community Service office. Prerequisite: Permission of instructor and approval by the Anthropology Program Coordinator. Credit or no-credit only. [By Petition]

ANTH 490 Senior Seminar in Anthropology (6)
This course, often referred to as the culminating undergraduate experience in Anthropology, examines from a holistic perspective critical themes in the discipline. Integration of materials from previous courses. Development of thematic synopses, public presentations, and constructive criticism skills. Prerequisites: Upper-division subdisciplinary required courses, required method sequence of courses. May be repeated for credit with instructor's consent.

ANTH 492 Advanced Laboratory Methods in Archaeology (5)
Advanced techniques of dating, soils analysis, faunal analysis, botanical analysis, lithic analysis, chemical analyses, typology, and materials analyses. Laboratory fee may be required.
Prerequisites: ANTH 292. Must pass course with grade of C- or better required.

ANTH 496 Internship in Anthropology (1-5)
Supervised field experience in community organizations and institutions. 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. May be repeated for credit. Prerequisite: Permission of instructor and approval by the Anthropology Program Coordinator. [By Petition]

ANTH 497 Cooperative Education (5)
The Community Services program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by Community Services office on an individual basis, subject to approval by the Department. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading is the responsibility of the Departmental faculty. Offered on a credit, nocredit basis only. Prerequisite: Permission of instructor and approval by the Anthropology Program Coordinator. [By Petition]

ANTH 498 Directed Study in Teaching Anthropology (1-5)
Theory and method in upper division instruction. Weekly meetings with faculty sponsor and supervised experience that may include administering and developing examinations, course development, discussion group leadership, selected lectures, and in-depth directed readings of relevant topics. Prerequisite: Permission of instructor and approval by the Anthropology Program Coordinator. May be repeated for different course content. [By Petition]

ANTH 499 Individual Study (1-5)
Individual study under the direction of a faculty member. Prerequisite: Permission of instructor and approval of by the Anthropology Program Coordinator. Credit or no-credit only. [By Petition]

Graduate Courses

BEHS 500 Quantitative Methods in the Behavioral Sciences (5)
(For course description, see listing under "Interdisciplinary Courses.")

ANTH 502 Advanced Human Osteology (5)
Advanced methods for determination of growth, development, and alteration of the human skeleton. Multivariate methods for determination of age, sex, stature, and genetic ancestry from skeletal and dental remains. Differential diagnosis of pathological conditions affecting the human skeleton. Morphological and metrical analyses of skeletal and dental remains. Two lectures and two laboratory periods per week. Prerequisite: ANTH 302.

ANTH 534 Advanced Qualitative Methods (5)
Advanced methods for ethnographic fieldwork, including participant observation, interviews, focus groups, fieldwork ethics, coding procedures for data analysis, and writing the results of qualitative research with attention to issue of representation. Prerequisite: ANTH 434.

ANTH 535 Seminar in Biological Anthropology (5)
Graduate-level survey of major aspects of biological anthropology. Examination of the historical development of biological anthropology, exploration of current knowledge of the evolutionary process, palaeoprimatology, palaeohominin evolution, and the sociobiological foundations of primate and human behavior. Current theory and understanding of human biological variation, adaptation, and development. Prerequisite: ANTH 102 or consent of the instructor.

ANTH 575 Seminar in Archaeological Theory (5)
Detailed examination of selected theoretical topics in archaeology. History and development of the major theories in archaeology. Contributions of important individual theorists. Assessment of changing emphases in archaeology. Prerequisite: ANTH 301 or permission of instructor.

ANTH 576 Seminar in Archaeological Methods (5)
Detailed examination of selected topics in archaeological methods. Specific approaches to analysis, such as research design, special analytic techniques (e.g., faunal analysis, lithic analysis, etc.). Assessment of the direct-historical approach, computer modeling and statistics. Prerequisite: ANTH 390 or permission of instructor.

ANTH 577 Advanced Topics in Anthropology (1-5)
Exploration at an advanced level of selected topics in anthropology. Permission of the instructor is required. May be repeated for different course content. [By Petition]

ANTH 591 Advanced Field Archaeology (5)
Participation in 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. Permission of instructor is required.

ANTH 597 Special Issues in Teaching Anthropology (1)
A practicum course designed to prepare students to teach anthropology. Management of large classes, facilitation of small group discussions, and in-class presentations, incorporation of technology in the classroom, films, pedagogical approaches to teaching about non-western societies and sensitive topics. [By Petition]

ANTH 598 Directed Study in Teaching Anthropology (5)
This is a practicum course to be conducted under the supervision of a faculty mentor from a college or university in CSUB's service region. 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: ANTH 597 and consent of instructor who will serve as sponsor, and approval by the Anthropology Program Coordinator. [By Petition]

ANTH 693 Culminating Experience in Teaching Anthropology (5)
Satisfactory preparation, completion, and presentation of the following tasks: teach one of the following courses, ANTH 100, 102 or 104 (or equivalent) from beginning to end; prepare detailed syllabi, lecture outlines, exams, exercises, and other materials used in class for ANTH 100, 102, 104, and one other ANTH course; present a guest lecture in each of the above classes arranged with the instructor of those courses; and prepare a paper on the area of the student's expertise. Offered on a credit, no-credit basis only. [By Petition]

ANTH 694 Culminating Experience in Special Projects (5)
Students who have completed all other prerequisites for the MA in Anthropology-Special Projects Track Option must culminate their graduate program by taking and passing this course. There are two ways of passing this course: (a) by performing an agency-based project or (b) by demonstrating mastery of two areas of anthropology. Upon satisfactorily preparing, completing, and presenting the tasks associated with either type of special project to the student's faculty committee, the student will be granted the MA in Anthropology. Offered on a credit, no-credit basis only. [By Petition]

ANTH 695 Master's Thesis in Anthropology (1-9)
Offered on a credit, no-credit basis only. [By Petition]

ANTH 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 credit, no-credit basis only. [By Petition]

Upper Division

APS 490 Senior Capstone (5)
Student completes a portfolio demonstrating competency in the emphasis area and carries out a culminating project under the direction of the instructor. The culminating project focuses on the student's emphasis area and integrates perspectives covered in upper division coursework used to fulfill major requirements. Prerequisites: COMM 304; MGMT 300 or PPA 300; PHIL 316; BA 301 or PPA 401; BA 374 or PPA 340; Senior Standing.

Lower Division

ART 101 Practice and Appreciation of the Visual Arts (5)
Introduction to the elements and nature of the visual arts and to critical awareness of the content, purpose, and value of particular works. Materials fee may be required. **GE C1**

ART 201 Survey of Art, Prehistory to C.E. 1400 (5)
Key monuments in art in world civilization from man's beginnings to C.E. 1400. The historical, philosophical and cultural aspects affecting art in each period and culture is studied. Prerequisite: satisfactory completion of or concurrent enrollment in ENGL 99, or the equivalent. **GE C1**

ART 202 Survey of Art, C.E. 1400 to Present (5)
Key monuments in art in world civilization from C.E. 1400 to our current age. The historical, philosophical and cultural aspects affecting Art in each period and culture are studied. Prerequisite: satisfactory completion of or concurrent enrollment in ENGL 99, or the equivalent. **GE C1**

ART 210 Three-Dimensional Form (5)
A lecture/laboratory course in the design principles used in creating three-dimensional art forms. Students develop proficiency in the use of materials such as clay, wood, metal and plaster. Materials fee required.

ART 212 Basic Two-Dimensional Design (5)
An introduction to the theory, principles and elements of design. Three lecture/discussion and four studio-laboratory hours per week. Materials fee required.

ART 213 Beginning Drawing (5)
Introduction to drawing and composition including drawing from the human figure. Three lecture/discussion and four studio-laboratory hours per week. Materials fee required.

ART 214 Beginning Painting (5)
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. Materials fee required.

ART 216 Introduction to Clay and Ceramics (5)
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 (5)
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. May also be offered as a digital course; check with professor for confirmation of medium. Materials fee may be required.

ART 219 Introduction to Computer Based Imagery in Art (5)
Introduction to the creation of art through the use of the computer. Integrates concepts from painting, drawing, design, and computer-specific processes. Materials fee may be required. [Pending approval]

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. Materials fee required. May be repeated for different course content.

ART 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 postgraduate 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. Materials fee may be required. (By petition only).

Upper Division

ART 300 Theories of Art (5)
A brief history of the aesthetic theories of art in cultures throughout the world, and examination of methods of criticism used to define "good" art. This is a writing intensive course. Prerequisite: Satisfactory completion of or concurrent enrollment in all of the following: ART 201, 202, 210, 212, 213.

ART 302 Art in the Elementary Classroom (5)
Using selected studio experiences in drawing, painting, and three dimensional art forms, and by reading about and viewing works of art, students examine early human development in the visual arts, with an emphasis on exercises appropriate to the elementary classroom. Through these experiences, they learn fundamental criteria for making judgments about the quality and value of works of art. Prerequisite: Satisfactory completion of General Education Area A. Must have at least sophomore standing and a major in Liberal Studies (teaching), Child, Adolescent and Family Studies (CAFS), or Art Education.

ART 303 Life Drawing (5)
Development of methods and techniques in the study of form and structure as it relates to human proportions and anatomy using a variety of media and techniques. Materials fee required. Prerequisite: Satisfactory completion of ART 213.

ART 304 Painting (5)
Use of various painting media to emphasize two-dimensional pictorial structure. Design fundamentals are applied to graphic space, organization and imagery. Materials fee required. Prerequisite: Satisfactory completion of ART 212 or 214.

ART 305 Screen Printing (5)
Basic screen printing processes, including screen construction, block-out techniques, color registration, and basic photo-screen techniques. Materials fee required. Prerequisite: Satisfactory completion of ART 212.

ART 306 Etching (5)
Basic intaglio processes, including engraving, aquatint, acids, grounds and basic printing technology. Materials fee required. Prerequisite: Satisfactory completion of ART 212.

ART 307 Collography and Relief Printmaking (5)
An introduction to collography and relief printmaking that explores what happens when marks are incised into wood and linoleum and when material is glued to card and then printed. It will place the process in relation to other printmaking processes and other forms of art making, and will look at the work of contemporary and historic printmakers. Materials fee required. [Pending approval] Prerequisite: Satisfactory completion of ART 212.

ART 308 Photography (5)
Digital photography course that explores the aesthetics, structures, and uses of photography in contemporary visual culture. Instruction of image manipulation software and digital printing processes are included. This course may also be taught as a basic black and white processes wet lab, including negative development, camera technology, exposure, printing procedures, and presentation of completed images. Materials fee required. Prerequisite: Satisfactory completion of ART 219.

ART 309 Sculpture (5)
An introduction to the materials, technologies and aesthetic attitudes used in creating sculpture. Emphasis is placed on an exploratory examination of sculptural concerns in the twentieth century. Materials fee required. Prerequisite: Satisfactory completion of ART 210.

ART 310 Ceramics (5)
Introduction to ceramic processes of hand building, wheel-throwing, glazing and firing techniques as practiced by the studio potter and the ceramic sculptor. Materials fee required.

ART 313 New Genres (5)
This class investigates new artistic genres through exploring experimental mediums including, but not limited to, video, performance, body art, kinetics, animation, digital media, installation, sound art, and film-making. Prerequisite: Satisfactory completion of ART 210 or 212 and or 219.

ART 314 Animation (5)
An introduction to the materials, tools, processes, and principles of Practical Animation with a particular focus on animation's relationship to other art forms. Prerequisite: Satisfactory completion of any of the following: ART 210, 212, 213, 214, 216, 218 or 219.

ART 320 Exhibitions and Gallery Management (3)
This is an advanced gallery management course in which students will directly assist a Visiting Artist with the making of artwork and installation of the show. This course enables the student to experience the whole process of creating an exhibition at the Todd Madigan Gallery, from conception to de-installation. The experience is twofold: the process seen through the eyes of the Artist; the process seen from the perspective of the Gallery personnel. Prerequisite: ART 300.

ART 330 Art of Asia (5)
An examination of the painting, sculpture, architecture, and popular culture of China, Japan, and India. Prerequisite: Completion of General Education areas A and C.

ART 381 The Art of Ancient Greece (5)
The art and architecture of ancient Greece from the Bronze Age to the end of the First Century BCE. Emphasis is placed on the art of the Classical Age. Prerequisite: One of the following: ART 201 or 302, or permission of the instructor.

ART 382 Roman Art (5)
The art and architecture of Rome and her Empire from the 8th century BCE to ca. 400 CE. Prerequisite: Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

ART 383 Medieval Art (5)
The development of the Medieval schools and styles of art and architecture in Europe from the 3rd to the 15th century. Prerequisite: One of the following: ART 201 or 302, or permission of the instructor.

ART 384 The Art of the Italian Renaissance (5)
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. Prerequisite: Completion of General Education Areas A, B4, and C, and upper division status.

ART 386 Baroque and Rococo Art (5)
The major artists and schools of art and architecture in Western Europe ca. 1600 to 1789. Prerequisite: One of the following: ART 202 or 302, or permission of the instructor.

ART 387 Nineteenth Century Art (5)
Neoclassical, Romantic and Early Modern art and architecture from 1775 to 1900. Prerequisite: One of the following: ART 202 or 302, or permission of the instructor.

ART 388 Art in the United States (5)
Art and architecture in the United States from the beginning of our country to the present. Emphasis is placed on the expression of American values through art. Prerequisite: Completion of General Education areas A, B4, and C. **GE T2**

ART 390 Women in the Visual Arts (5)
The history of female accomplishments in the visual arts, including examination of the problem of image choices by female artists, and a survey of changing ideals in the representation of the female form in differing world cultures and historical periods. Prerequisite: Completion of General Education areas A and C.

ART 391 History of Photography (5)
The history and development of photography as an art medium from its origins in the 1830s to the present, examining the qualities of different techniques and modes of expression. Prerequisite: one of the following courses: ART 202, 218, 302, 308, 388 or 483.

ART 401 Principles of Art Education (5)
Using selected studio experiences in drawing, painting and crafts, and reading about and viewing works of art, students consider human development in the visual arts, and learn fundamental criteria for making judgments about the quality and value of works of art. The history of art education is presented, and the student is made familiar with the various methodologies used in art education. Prerequisite: Satisfactory completion of ART 300.

ART 402 Crafts in Art Education (5)
An overview of the history, culture, applications, and impact of craft in education. The course provides an in-depth exploration of crafts in education through the making of various media, including textiles, fiber arts, pottery, and jewelry. Accompanying lectures examine these crafts and their implications in the future of our society, as well as the achievements of artisans who have made the craft what it is today. Materials fee required. Prerequisite: ART 302 or 401.

ART 403 Drawing Studio (5)
Selected ideas and concepts in drawing, using a variety of media, including computer graphic programs. Projects emphasize the development of an individual aesthetic and style. May be repeated three times for credit. Materials fee required. Prerequisite: ART 303.

ART 404 Painting Studio (5)
Selected ideas and processes of painting. Studio projects emphasize the development of an individual aesthetic and style by the student. May be repeated three times for credit. Materials fee required. Prerequisite: ART 304.

ART 405 Printmaking Studio (5)
Concepts in printmaking, using a variety of media, with an emphasis on the development of an individual aesthetic. Materials fee required. May be repeated three times for credit. Prerequisite: ART 305 or 306 or 307 [Pending approval of ART 307].

ART 408 Photography Studio (5)
Concepts in digital photography, with an emphasis on the development of an individual aesthetic. May also be taught as a traditional wet lab course. Materials fee required. May be repeated three times for credit. Prerequisite: ART 308.

ART 409 Sculpture Studio (5)
Problems and concepts in sculpture using a variety of media with the goal of developing an individual style and aesthetic. May be repeated three times for credit. Materials fee required. Prerequisite: ART 309.

ART 410 Ceramics Studio (5)
Concepts in ceramics using a variety of approaches and techniques with the goal of developing an individual style and aesthetic. Advanced wheel-throwing and hand building, advanced glaze techniques and types of firing will be explored. May be repeated three times for credit. Materials fee required. Prerequisite: ART 310.

ART 412 Digital Still Photography (5)
Color and black and white photography focusing on digital technology including camera setup, printers and software manipulation. Prerequisite: ART 308.

ART 413 New Genres Studio (5)
A continuation of the themes and types of art investigated in Art 313. This class challenges artistic categories and extends the parameters that currently define art making. Prerequisite: ART 313.

ART 421 Practicum in Gallery Management (1-5)
An exploration of concepts and principles used in managing an art gallery, including curating, preparing, and mounting exhibitions. The Todd Madigan Gallery at CSUB will serve as a "laboratory," and students will assist in preparing and mounting the quarter's art exhibitions. The determination of course credits is made by departmental faculty. Offered on a credit, no-credit basis only. Prerequisite: Art major with upper division standing.

ART 476 Visiting Artist (1-3)
Students will work with a visiting artist in installing art work on campus, including conception, siting or installation, and fabrication. Course credit will vary according to the time spent on the project (one credit per ten hours of work on the project).

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. Materials fee required. Prerequisite: permission by the instructor. Possible fields of study are drawing, printmaking, life drawing, sculpture, painting, art education, and photography.

ART 478 Special Studies in Art History (5)
The period and subject matter of this course will be designated before the time of registration. May be repeated for different course content. Prerequisite: permission by the instructor. Examples of topics that could be covered by this course are Mesoamerican Art, The Classical Tradition in Art, Contemporary Chinese Painting.

ART 483 Modern Art c. 1865 to 1945 (5)
The development of Modernist art and architecture in Europe and the United States from 1865 to 1945, with an account of its spread throughout the world up to World War II. Prerequisite: Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

ART 484 Contemporary Directions in Art (5)
An examination of movements in art since the late 1940s. Particular attention will be paid to the aesthetic premises and development of Post-Modernism. Taught in the seminar format. Prerequisite: 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 postgraduate students. Interested students should contact the department office.

ART 490 Senior Project and Exhibition I (4)
The production under faculty supervision of a culminating body of work in the student's chosen medium or media. Materials fee required. Prerequisite: Art major with senior standing and completion of ART 300 and at least one course in the sequence ART 403-413.

ART 491 Senior Project and Exhibition II (2)
Exhibition of work in the University Gallery. The development of a portfolio, resume, and information of use to the professional exhibiting artist. Materials fee required. Prerequisite: ART 490.

ART 492 Senior Thesis (6)
An extensive research paper on a topic which is an outgrowth of the courses taken by the student in the major and the minor. The topic will be selected in consultation with an advisor and with the consent of the art faculty. A project proposal must have received approval no later than the preregistration period of the student's proposed final quarter. Prerequisite: Art major with senior standing and completion of ART 300 and four courses in Art History at the upper division level (By petition only).

Art 496 Internship in Applied Art (1-5)
Designed to permit the student to gain practical experience in the fields of commercial art and museum/gallery practice at an off-campus site. Students are assigned to various business firms, museums or galleries and work under joint supervision of supervisors and the course instructor-internship coordinator. Students who take this course must have a minimum overall 3.0 GPA and have completed 15 or more units in residence. 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. No retroactive credit will be allowed. May be repeated for baccalaureate credit up to ten quarter units. Prerequisites: ART 320 or 421 or permission of the instructor.

ART 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 the application of credit.

ART 499 Individual Study (1-5)
Special projects developed by the individual student in consultation with the designated instructor. Materials fee required. Prerequisite: Art major with upper division status and a 3.0 GPA (By petition only).

Graduate Courses

ART 577 Advanced Topics in Art (1-5)
Topics of special interest to graduates and senior students interested in the Master of Arts in Interdisciplinary Studies. May be repeated for different topics for credit up to 30 units. Offered every quarter on an individual basis. Materials fee required. Prerequisite: Student must be or have had a major, minor, concentration, or emphasis in Art.

Note: For a variety of reasons, some courses in the University are offered on an interdisciplinary basis. The following indicated courses are so designated. Each may carry credit in one of the indicated academic areas.

Upper Division

BEHS 307 Developing Political Systems (5)
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. **GE T3**

BEHS 311 Small Group Dynamics (5)
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.

BEHS 318 Psychological Anthropology (5)
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.

BEHS 321 Community Politics (5)
An examination of mobilization and policy at sub-national levels. Emphasis is on American metropolitan communities. Major concepts are space, structure, participation, leadership, and change. Policy analysis from the literature and local sources. Lecture/discussion. Recommended: One course in Political Science or Sociology. Carries credit in either Political Science or Sociology.

BEHS 330 Political Psychology (5)
Ideology, values, extreme belief and affiliation, leadership, personality factors in politics. Psychological analysis of political and social action techniques. Lectures/discussion. Recommended: One course in Political Science or Psychology. Carries credit in either Political Science or Psychology.

BEHS 331 Political Sociology (5)
The cultural and social bases of politics. Political processes in organized groups and social systems. Role of minorities in politics. Selected investigations. Lectures/discussion. Recommended: One course in Anthropology, Political Science, or Sociology. Carries credit in Anthropology, Political Science, or Sociology.

BEHS 382 The Aged (5)
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. **GE T3**

BEHS 401 Evaluation Research (5)
Analysis and application of research methodologies appropriate for addressing a variety of evaluation issues. Emphasis is on evaluation research both within organizational contexts and broader community settings. Evaluation, design, methods of data collection, procedures for analysis, and formative and summative reporting. Lectures/discussion and three hours of laboratory. Prerequisites: Completion of MATH 140 or PSYC 200 or equivalent, a behavioral science research methods course and basic computer skills in data analysis.

BEHS 435 Family and Kin: Comparative Perspectives (5)
An introduction to alternate family style and kin networks in nonWestern 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. **GRE**

BEHS 471 Colonialism and Culture Change (5)
An examination of colonial and post-colonial conditions of states from around the world. Particular emphasis will be given to exploring political, economic and cultural change in both the metro pole and colony during and after colonialism. While this course will review developments from around the globe, the critical case studies will examine the experiences of Britain in India and France in Algeria.

BEHS 477 Special Topics (5)

Graduate Courses

BEHS 500 Quantitative Methods in the Behavioral Sciences (5)
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.

BEHS 501 Advanced Research Design and Analysis (5)
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. Carries credit in either Anthropology, Psychology or Sociology.

BEHS 577 Special Topics (5)

BEHS 695 Master's Thesis in Behavioral Science (59)

BEHS 699 Individual Graduate Study (15)
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.

Lower Division

BIOL 100 Perspectives in Biology (5)
Topics and issues in modern biology and their relevance to society. Four hours lecture and three hours laboratory. Not acceptable for the major or minor. Lab fee required. **GE B2/ B3**

BIOL 103 Principles of Ecology (5)
Basic ecological relationships of organisms to each other and to their physical environment. Topics include limiting factors, population dynamics, and evolutionary processes. Emphasis is placed on applications to the human condition. Four hours lectures and three hours laboratory. Not acceptable for the major or minor. Lab fee required. **GE B2/B3**

BIOL 201 Introductory Biology - Cells (5)
Cell structure and function with emphasis on molecular aspects. Three hours lecture and six hours laboratory. Prerequisite: ENGL 110 and completed or exempt from MATH remediation. Lab fee required. NOTE: Students are encouraged to take BIOL 100 before BIOL 201 if they lack a firm background in biology because a grade of C- or better in BIOL 201 is required to advance into upper division Biology courses.

BIOL 202 Introductory Biology - Animals (5)
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 hours lecture and six hours laboratory. Prerequisite: ENGL 110 and completed or exempt from MATH remediation. Lab fee required.

BIOL 203 Introductory Biology - Plants (5)
Plant structure, function, and diversity with emphasis placed on ecological and evolutionary aspects of seed plants. Three hours lecture and six hours laboratory. Prerequisite: ENGL 110 and completed or exempt from MATH remediation. Lab fee required.

BIOL 220 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 thorough stress management. Three hours lecture. Not acceptable for the major or minor. Prerequisite: Completion of General Education Area B. Fulfills requirement for teaching credential.

BIOL 250 Human Anatomy (5)
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. Not acceptable for the BS in Biology degree or the Biology minor. Three hours lecture and six hours laboratory. Lab fee required. Prerequisite: Completed or exempt from MATH remediation.

BIOL 255 Human Physiology (5)
Functions of major body systems with emphasis on mechanics, control, and integration. Discussion of the nervous, muscle, circulatory, respiratory, urinary, reproductive, gastrointestinal and endocrine systems. Not acceptable for the BS in Biology degree or the Biology minor. Five hours lecture. Prerequisites: BIOL 250 or 201 and CHEM 150 or higher.

BIOL 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. Not acceptable for the BS in Biology degree or the Biology minor. Three hours laboratory. Lab fee required. Co-requisite: BIOL 255.

BIOL 260 Microbiology (5)
Physiochemical organization and function of microorganisms including bacteria, viruses, protozoa, helminths, and fungi. Concepts of pathogenic microbiology are emphasized in both lecture and laboratory. Not acceptable for the BS in Biology degree or the Biology minor. Three hours lecture and six hours laboratory. Prerequisite: Completed or exempt from MATH remediation. Lab fee required.

BIOL 270 Principles of Nutrition (3)
Fundamentals of human nutrition based on the chemical and physiological processes of nutrient selection, digestion, absorption, and metabolism. Principles of nutrition information encountered in the public domain with emphasis on weight management. Selected coverage of nutritionally influenced disease processes across the life span. The special nutritional needs of children, pregnant women, and athletes are discussed. Three hours lecture. Not acceptable for the BS in Biology degree or the Biology minor. Prerequisite: Satisfaction of General Education Area B.

BIOL 289 Experiential Prior Learning (variable units)
Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the Biology curriculum. 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 Biology Department office.

Upper Division

BIOL 301 Research Design and Analysis (5)
Construction of basic experimental designs based upon literature and data analyses. Students develop and participate 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. Two hours lecture and nine hours laboratory. Recommended for all upper division elective courses. Prerequisites: BIOL 201 (with a C- or better), 202 and 203. Recommended: MATH 140 or higher.

BIOL 304 General Genetics (4)
Physical and chemical basis of inheritance in cells, individuals, and populations, including molecular mechanisms of heredity. Four hours lecture. Prerequisites: CHEM 150 or 211, 211L and BIOL 201 (with a C- or better) and 202 or 203 or CHEM 150 or 211, 211L and BIOL 201 (with a C- or better), 255 and 260.

BIOL 305 General Physiology (4)
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. Four hours lecture. Prerequisite: CHEM 150 or 211, 211L and BIOL 201 (with a C- or better) and 202 or 203 or CHEM 150 or 211, 211L and BIOL 201 (with a C- or better), 255 and 260.

BIOL 306 General Ecology (4)
Relationships between organisms and their environment with emphasis placed on evolutionary mechanisms and terrestrial ecosystems. Topics will illustrate ecological principles and methods. Four hours lecture. Prerequisite: BIOL 201 (with a C- or better), 202 and 203 and CHEM 150 or 211, 211L.

BIOL 312 General Microbiology (5)
A comprehensive overview of the biology of microorganisms. Topics include microbial cell structure and function, physiology, metabolism, genetics, diversity, and ecology. Applied aspects of microbiology are also covered such as biotechnology, the role of microorganisms in environmental processes, food, and medical microbiology. Laboratory emphasizes methods in bacteriology, microbial diversity, and a research project. Three hours lecture and six hours laboratory. Lab fee required. Prerequisites: BIOL 301 and CHEM 150 or 211, 211L.

BIOL 316 Parasitology (4)
Biology of animal parasites of humans including their transmission and control; epidemiology of parasitic diseases and zoonosis and their impact on human welfare; laboratory methods of collection, examination, preparation, and identification of parasites. Three lectures and one three-hour laboratory. Prerequisite: BIOL 201 (with a C- or better) and 202 or 250.

BIOL 317 Medical Mycology (3)
Elementary principles of mycology. Isolation and identification techniques of the more common medically important human fungal parasites. Two hours lecture and three hours laboratory. Lab fee required. Prerequisite: BIOL 201 (with a C- or better).

BIOL 318 Immunology (4)
Study of organs, cells, and molecules responsible for the recognition and disposal of foreign materials that enter the body. Practical considerations and applications. Four hours lecture. Prerequisite: BIOL 201 (with a C- or better); BIOL 319 recommended.

BIOL 319 Hematology (4)
Study of formed elements of blood: hematopoiesis, maturation, and cell function. Introduction to blood dyscrasias. Four hours lecture. Prerequisite: BIOL 201 (with a C- or better).

BIOL 321 Plant Diversity (5)
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 weekend field trips for which a fee is required. Three hours lecture and six hours laboratory. Prerequisites: BIOL 201 (with a C- or better) and 203.

BIOL 322 Vertebrate Diversity (5)
Diversity, evolution, and biology of fish, amphibians, reptiles, and mammals, with special emphasis on the biology and identification of local species. Three hours lecture and six hours laboratory. Prerequisite: BIOL 301.

BIOL 323 Studies in Animal Rehabilitation (5)
Study and practicum of the repair, care, and release of injured animals; studies of the life histories, ecology, and biology of birds, particularly raptors. Three hours lecture and six hours laboratory. Prerequisite: BIOL 301 or consent of instructor.

BIOL 323L Practicum in Animal Rehabilitation (2)
Practicum in the repair, care and release of injured animals; present conservation programs to schools and groups. Six hours laboratory. Can be repeated. Not applicable to the major or minor. Credit/No Credit. Prerequisite: BIOL 323 or consent of instructor.

BIOL 324 Insect Biology and Diversity (5)
Comparative study of aquatic and terrestrial insects with emphasis placed on terrestrial insect diversity. Laboratory focuses on comparative morphology, phylogeny, classification, and student projects. Three hours lecture and six hours laboratory. Prerequisites: BIOL 201 (with a C- or better) and 202. Lab fee required.

BIOL 330 Molecular Genetics (5)
Evolution and molecular organization of the cell, macromolecules of organisms and gene expression. Emphasis placed on recombinant DNA techniques, genetic engineering and biotechnology. Five hours lecture. Prerequisite: BIOL 304.

BIOL 342 Cell Physiology (5)
Discussions of current topics in cellular physiology with emphasis placed on bioenergetics, enzyme kinetics and regulation of cellular activity. Three hours lecture and six hours laboratory. Prerequisite: BIOL 301.

BIOL 351 Comparative Vertebrate Anatomy (5)
Classical anatomy and the analysis of form in terms of the phylogenetic history of the major vertebrate groups: fishes, amphibians, turtles, lizards and snakes, birds and mammals. A survey of the vertebrate groups is followed by the study of the skeletal, muscular, digestive, respiratory, circulatory, urogenital, nervous and sensory systems. Three hours lecture and six hours laboratory. Prerequisite: BIOL 301. Lab fee required.

BIOL 355 Human Pathophysiology (5)
Human physiology with emphasis on the mechanisms of disease. Topics include physical responses to injury, disturbances of homeostasis in major body systems, and both physical and chemical stressors. Five hours lecture. Prerequisite: BIOL 255 or 357.

BIOL 357 Human Physiology (5)
Human physiology with an integrative approach to organ system function. Topics include the nervous, muscle, circulatory, respiratory, digestive, renal, reproductive, and endocrine systems. Laboratory emphasis will be placed on quantitative measurement of physiological responses in the major organ systems. Three hours lecture and six hours laboratory. Lab fee required. Prerequisites: BIOL 301 and either 250 or 305.

BIOL 360 Bioinformatics (5)
Introduction to basic concepts, methods and tools used in bioinformatics and their application to biological sequence and structure data analysis. Topics include (but not limited to) bioinformatics databases, sequence and structure alignment, motif and domain finding, gene, RNA and protein structure prediction, protein-protein interaction, microarray technology and data analysis, genome annotation and comparative genomics. Three hours lecture six hours laboratory. Prerequisites: BIOL 301 and 330.

BIOL 362 Plant Physiology (5)
Terrestrial plant physiology at the molecular, cellular, and organ scales relating to plant physiological and structural traits that facilitate the maintenance of homeostasis, determine productivity, and that represent key adaptations among vascular plants. Central topics covered include issues of scale, transport, water balance, energy metabolism, growth and development, regulation, and reproduction. Three hours lecture and six hours laboratory. Prerequisite: BIOL 301. Lab fee required.

BIOL 377 Special Topics in Biology (1-5)
Topics of current interest in biology. Although repeatable, a maximum of five units may be applied toward the major or minor, subject to advisor approval. Not necessarily restricted to Biology majors.

BIOL 404 Conservation Biology (5)
Study of problems related to biological conservation, including endangered species issues, environmental laws, and mitigation solutions required by regulations. Includes site visits to conservation areas, collection of biological data, preparation of assessment reports, and study environmental impact reports. Two hours lecture and nine hours laboratory. Prerequisites: BIOL 301 and 306.

BIOL 406 Advanced Ecology (5)
Advanced study of ecology. Emphasis includes evolutionary perspectives of physical and biological environments, population dynamics, and ecosystem stability. Laboratory emphasis will be placed on analytical methods used in the field. Laboratory includes weekend field trips. Two hours lecture and nine hours laboratory. Prerequisites: BIOL 301 and 306. Field trip fee required.

BIOL 412 Microbial Physiology (5)
This course focuses on the study of microbial structure and function. In particular, students will learn about fermentation procedures, bioremediation with the help of microbes, composting, and detection of antibiotic producing microbes, use of microbes to supply fresh drinking water, safe disposal of sewage, and how microbes are used in food, beer and wine production. Two hours lecture nine hours laboratory. Prerequisites: BIOL 301 and 312.

BIOL 414 Medical Microbiology (5)
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. Skills concerning the isolation and identification of medically important bacteria are emphasized in laboratory. Three hours lecture and six hours laboratory. Lab fee required. Prerequisite: BIOL 260 or 312.

BIOL 424 Evolutionary Genetics (5)
Contributions of molecular genetics to the understanding of evolution. Emphasis is placed on the processes of mutation, selection, and random genetic events as they affect the genetic architecture of natural populations and the process of speciation. Topics include quantitative inheritance, population genetics, phylogenetics, conservation genetics, and bioinformatics. Two hours lecture and nine hours laboratory. Prerequisites: BIOL 301 and 304.

BIOL 430 Advanced Molecular Genetics (5)
Advanced concepts of molecular genetics, including DNA damage and repair, homologous recombination, transposition, alternative splicing and posttranscriptional regulation of gene expression. Additional topics that contribute to an understanding of gene expression will include recent advances in genomics, proteomics and bioinformatics. Two hours lecture and nine hours laboratory. Prerequisites: BIOL 301 and 330.

BIOL 433 Developmental Biology (5)
Development and growth of organisms from fertilization to the establishment of organ systems. Two hours lecture and nine hours laboratory. Prerequisites: BIOL 301 and 304. Lab fee required.

BIOL 440 Honors Practicum in the Teaching of Biology (3)
Theory and practice in teaching biology at the undergraduate level. Regular meetings with the faculty sponsor and supervised experience in course design, lecturing, tutoring, laboratory preparation and delivery, administering and scoring examinations, and leading classroom discussions. Two hours lecture and three hours laboratory. Offered on a credit, no-credit basis only. Prerequisites: Open to biology majors by faculty invitation only, Senior status and a GPA above 3.2.

BIOL 451 Functional Analysis of Vertebrate Structure (5)
Anatomy of vertebrates interpreted in terms of function including support, running, jumping, digging, climbing, swimming, flying and feeding. These functions are studied in their environmental context and as evolutionary adaptations. Independent student project will focus on one of these adaptations. Two hours lecture and nine hours laboratory. Prerequisite: BIOL 351. Lab fee required.

BIOL 455 Physiological Measurements (5)
Physiological measurement techniques focusing on data collection and analysis of selected vertebrate organ systems. Discussion topics include electrical properties of nerve, cardiac and skeletal muscle tissues, pulmonary and metabolic function, and sensory physiology. Emphasis will be placed on understanding the mechanisms of how each system works and the benefits and limitations of the measurement techniques currently available. Two hours lecture and nine hours laboratory. Prerequisites: BIOL 255 or 357, BIOL 301 and 305. Lab fee required.

BIOL 462 Physiological Plant Ecology (5)
The physiological basis of growth, reproduction, survival, abundance, and geographical distribution of plants. The ecological context of these processes will be examined by considering how plants are affected by interactions with the physical, chemical, and living components of their environment. Topics include the adaptive significance and evolutionary origins of plant functional traits. Two hours lecture and nine hours laboratory. Prerequisites: BIOL 301 and 305. Lab fee required.

BIOL 470 Evolution (5)
Study of the processes of organic evolution. Five hours lecture. Prerequisites: Open only to senior Biology majors who have completed BIOL 301, 304, 305, and 306.

BIOL 477 Special Topics in Biology (1-5)
Contemporary or interdisciplinary problems of current interest. Typical topical areas might include pollution, population or integrative biological phenomena. Although repeatable for different topics, a maximum of five units may be applied toward the major or minor, subject to advisor approval. Not necessarily restricted to Biology majors.

BIOL 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. Offered on a credit, no-credit basis only. Although repeatable, a maximum of five units may be applied towards the major or minor. Available by consent of instructor.

BIOL 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-baccalaureate students. Interested students should contact the department office.

BIOL 490 Senior Seminar (3)
Student original research presentations and discussion of current topics in biology. Three hours discussion. Prerequisites: Open only to senior Biology majors who have completed BIOL 301 and 40 units of Biology courses.

BIOL 490B Senior Seminar (3)
Student presentation of original research: Open only to senior Human Biological Sciences majors who have completed 30 units of upper division coursework specific to the major.

BIOL 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.

BIOL 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 departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Graduate Courses

BIOL 505 Current Topics in Biology (3)
Current topics of special interest to graduate students in Biology. Topics and content will vary as announced but will include contemporary or interdisciplinary areas of interest. Two hours lecture and three hours laboratory. Repeatable. A maximum of 21 units allowed. Prerequisites: Graduate standing or consent of instructor and an upper division course appropriate to the topic.

BIOL 510 Advanced Experimental Design and Analysis (4)
Course covers how to effectively communicate biological science to the scientific community, effective methodology in experimental design, and proposal writing, including writing specific aims and creating a budget. Three hours lecture and three hours laboratory. Prerequisites: Graduate standing or consent of instructor.

BIOL 540 Graduate Practicum in the Teaching of Biology (3)
Theory and practice in teaching biology at the undergraduate level. Regular meetings with the faculty sponsor and supervised experience in course design, lecturing, tutoring, laboratory preparation and delivery, administering and scoring examinations, and leading classroom discussions. One hour lecture and six hours laboratory. Prerequisites: Graduate standing

BIOL 577 Advanced Topics in Biology (5)
Laboratory or field-based graduate level biological topics in a specialized area of contemporary biology, such as genetics, ecology, microbiology, physiology, behavioral biology, systematics, or molecular biology. Topics will be announced. May be repeated for credit as topics change. Two hours lecture and nine hours laboratory. Prerequisites: Graduate standing or consent of instructor and an upper division course appropriate to the topic. Lab fee required.

BIOL 580 Research (1-8)
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. Repeatable. Although repeatable, a maximum of five units may be applied towards the Master's degree. Available by consent of the advisor.

BIOL 605 Seminar in Biology (3)
Student presentation and discussion of reviews and reports focusing on current literature and scientific research in the areas of Biology. Two hours lecture and three hours laboratory. Prerequisites: Available by consent of the instructor.

BIOL 680 Non-Thesis Examination (1)
Comprehensive examination of graduate-level breadth administered by the Departmental Graduate Committee. Prerequisites: Approved petition for advancement to candidacy.

BIOL 690 Thesis (1-8)
Laboratory, field investigation, or a combination of both investigating a research problem. Repeatable. Although repeatable, a maximum of eight units may be applied towards the Master's degree. Prerequisites: Approved petition for advancement to candidacy.

BIOL 691 Thesis Defense (1)
Preparation, completion (including final submission to the library), and oral defense of a written thesis approved by the Thesis Committee and the Departmental Graduate Committee. Prerequisites: Approved petition for advancement to candidacy.

Lower Division

BA 100 Perspectives in Business (5)
Using a combination of lecture, discussion, and activity-based participation, this course provides students with an introduction to business. The course provides an introductory view of the core disciplines of business including management, finance, accounting, marketing, research and development, human resource management, production and operations management, information management, strategic management, and business environment. The course applies these disciplines to entrepreneurs and small business owners, corporations, and to other organizations. Open to all non-business majors and may be applied to satisfying the requirements for the minor in business administration.

BA 270 Legal Environment of Domestic and International Business (5)
Introduction of legal principles and issues relevant to transacting business. Ethical, social, constitutional, and political influences and controls are integrated within the course materials as part of the legal environment approach. Topics include concepts of the legal process; judicial and administrative practices; forms and structure of business organizations; and legal components of contracts, torts, property, human resources concerns, and international business. Cross listed with AGBS 271.

BA 290 Introduction to Business Professions (3)
This course provides an introduction to the business professions, including an overview of business operations and ethics, exposure to the variety of careers in business, and development of key skills necessary for success in the business curriculum. Skill development focuses on communications (writing, oral, teamwork) and critical thinking. The student is introduced to rubrics used to evaluate learning goals and objectives for the business major. The course is intended for business majors. Note: For business administration majors, BA 290 must be completed with a C or better (not C-) to enroll in upper division core courses. For first-quarter transfer majors who can otherwise enroll in upper division core courses, BA 290 is a co-requisite. Note: Transfer Business majors who have completed the lower division core courses and at least 90 quarter units must take BA 290 as a co-requisite with their first upper division core course.

Upper Division

BA 300 Diversity in Business Organizations (5)
The course focus is an exploration of the cultural diversity in business and at work today. This course encompasses the entire spectrum of basic cultural theory, the cultural impacts on business, and six major cultural groups. Topics covered will include doing business with North Americans, Latin Americans, Asians, Europeans, Africans, and Middle Easterners. **GRE**

BA 301 Data Analysis and Decision Making (5)
An introduction to the application of statistical and quantitative methods using computer technology to examine and explore data and to build and interpret models to aid in business decision making in all functional areas. Methods covered include: summarizing and exploring data, probability concepts, hypothesis testing, confidence intervals, regression analysis, simulation, decision theory, and optimization.

BA 374 Business and Society (5)
Focuses on the interrelationships between society, business, and government. 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**. GE T3**

BA 393 Intercollegiate Business Competitions (2)
This course provides academic credit for participation in various intercollegiate competitions offered under the direction of the faculty of the School of Business and Public Administration. Academic credit can be earned for up to three consecutive quarters for those competitions extending beyond a single quarter (i.e., up to six units per academic year). Most competitions extend over two or three quarters, including preparation and practice. The activity is graded on a credit-no credit basis. Prerequisite: Permission of the instructor.

BA 396 Human Corps (1)
One unit of credit for 30 or more hours of volunteer community service experience working directly with people in a business related, nonprofit, 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 (5)
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 Business Research Education Center Director.

BA 477 Special Topics in Business (1-5)
Special topics courses provide each 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. Each department will determine applicability toward individual concentrations.

BA 489 Experiential Learning (5)
Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Course requires complementary academic study and/or documentation. Available by petition only on a credit, no-credit basis. Not open to post-baccalaureate students. BA 489 units may not be used for credit with the BS in Business Administration, BA in Public Administration, MS, MBA or MPA degrees. Interested students should contact the BPA Student Services Center for further details.

BA 490 Senior Seminar in Business Administration (5)
This is a terminal integrating course. The course serves dual purposes. The first is to introduce students to strategic management. The objective here is to see and practice how strategic decisions are made. Strategic management topics include external environments, industry and competitor analyses, resources and capabilities, corporate governance, strategy formulation, strategy implementation, strategy controls, mergers and acquisitions, strategic alliances and coalitions, and strategic corporate social responsibility. The second purpose is to integrate the tools of strategic management with the other core disciples of the business major in order to understand and to make wise decision and ethical strategic decisions. Prerequisites: BA 370, 374, FIN 300, MGMT 300, 301, 302, MIS 300 and MKTG 300. BA 490 normally is taken in the last term before graduation.

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. Offered on a credit, no-credit basis only.

BA 499 Individual Study (1-5)
Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within a 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.

Graduate Courses

BA 690 Master's Culminating Project (4)
The culminating project provides an opportunity for each student to utilize and demonstrate the tools and understanding he or she has developed during the program. Through a comprehensive interactive competitive simulation, each student will manage a firm in competition with other student-managed firms. At the completion of the simulation, each student will produce a historical account of the firm's performance via an annual report, an account of how the firm responds to its key stakeholder groups via a social audit, and a strategic plan for the future via a business plan. Each student is expected to demonstrate mastery of the essential tools of the business disciplines and an understanding of markets and the external environment. Prerequisites: ACCT 620, FIN 600, MGMT 600, 602, 605, 690, MIS 610, MKTG 600.

Academic Regulations
A grade of "C-" in chemistry as well as cognate courses is the minimal grade acceptable for progression into subsequent chemistry courses. Students who fail to achieve at least a "C-" may repeat the course. If a course is satisfactorily completed, the prior unsatisfactory grade will no longer bar a student from continuing in the Chemistry program.

Lower Division

CHEM 100A Chemistry in Your Life (5)
A general education course introducing basic concepts of chemistry to the non-science major. The course focuses on the impact of chemistry on daily activities including environmental and other societal concerns. 200 minutes of lecture/discussion and 150 minutes of laboratory per week. Not acceptable for the major. **GE B1/B23**

CHEM 100B CSI: Crime Scene Investigation Chemistry (5)
A general education course introducing basic concepts of chemistry to the non-science major using examples from forensic science. The course focuses on the use of crime-scene case studies, Sherlock Holmes stories, and true accounts of drug deals, murders, and thefts to introduce chemical principles. 200 minutes of lecture/discussion and 150 minutes of laboratory per week. Not acceptable for the major. **GE B1/B3**

CHEM 100C Chemistry and the Environment (5)
A general education course introducing basic concepts of chemistry to the non-science major using examples from environmental studies. The course focuses on the use of global warming studies, ozone hole studies, and accounts of the environmental impact of chemistry to introduce chemical principles. 200 minutes of lecture/discussion and 150 minutes of laboratory per week. Not acceptable for the major. **GE B1/B3**

CHEM 100D Chemistry of Beer and Wine (5)
A general education course introducing basic concepts of chemistry to the non-science major using examples from the beer and wine industries. The course focuses on the use of the processes of beer brewing and wine making to introduce chemical principles. 200 minutes of lecture/discussion and 150 minutes of laboratory per week. Not acceptable for the major. **GE B1/B3**

CHEM 100E Molecular Gastronomy: The Chemistry of Cooking (5)
A general education course introducing basic concepts of chemistry to the non-science major using examples from cooking and baking. The course focuses on the use of the processes of cooking to introduce chemical principles. 200 minutes of lecture/discussion and 150 minutes of laboratory per week. Not acceptable for the major. **GE B1/B3**

CHEM 101 Preparation for College Chemistry (4)
A one-quarter course based on a systematic, semi-empirical approach to the submicroscopic world of chemistry. The development of modern ideas concerning atomic and molecular structure, principles of compound formation, and chemical reactivity will be emphasized. Emphasis will be on the development of the skills necessary for success in chemistry. Science majors should consult with their advisors before enrolling in this course. 200 minutes of lecture/discussion per week.

CHEM 150 General, Organic, and Biochemistry I (5)
Basic principles of chemistry including the composition of matter, periodic properties, chemical bonding and solution equilibria are introduced using examples from biological systems. Prerequisite: CHEM 101 or a satisfactory score on the Chemistry Placement Test. Recommended co-requisite: CHEM 151. 150 minutes of lecture/discussion and 150 minutes of laboratory. Not acceptable to the major.

CHEM 151 Problem Solving in General, Organic, and Biochemistry I (1–2)
Problems out of CHEM 150 are discussed and solved. Must be taken concurrently with CHEM 150. 50 to 100 minutes of discussions.

CHEM 203 General, Organic and Biochemistry II (5)
Descriptive chemistry of carbon compounds including structure, reactivity and mechanism. Major focus is on organic compounds of biological and physiological importance as well as metabolism. Prerequisite: CHEM 150 or equivalent within the past five years. 150 minutes of lecture/discussion and 150 minutes of laboratory. Not acceptable to the major.

CHEM 204 Problem Solving in General, Organic, and Biochemistry II (1–2)
Problems out of CHEM 203 are discussed and solved. Must be taken concurrently with CHEM 203. Prerequisite: CHEM 150 or equivalent. 50 to 100 minutes of discussions. Not acceptable to the major.

CHEM 210 Computer Applications in Chemistry (2)
An introduction that improves the computer application skills to an intermediate level for several commonly programs in the chemical sciences. Common programs in this class include MS Excel, Word, PowerPoint, Mathematica, and ChemDraw. Prerequisites: CHEM 101 or approval of instructor. 100 minutes of lecture/discussion per week.

CHEM 211 Principles of General Chemistry I (4)
Introduction to atomic structure, quantum theory, periodic properties, chemical reactions, stoichiometry, gas laws and theories, molecular structure and bonding, states of matter, solutions, acids and bases, chemical equilibrium, thermodynamics, oxidation-reduction, electro-chemistry, chemical kinetics, nuclear chemistry, organic chemistry, descriptive chemistry, and coordination chemistry. Prerequisites: MATH 85 or equivalent, and a satisfactory score on the Chemistry Placement Test or CHEM 101. Pre- or Co-requisite: CHEM 211L. 200 minutes of lecture/discussion.

CHEM 211L General Chemistry Laboratory I (1)
Laboratory accompanying CHEM 211. Prerequisites: Math 85 or equivalent, and a satisfactory score on the Chemistry Placement Test or CHEM 101. Pre- or Co-requisite: CHEM 211. 150 minutes of laboratory per week.

CHEM 212 Principles of General Chemistry II (4)
A continuation of CHEM 211. Prerequisite: CHEM 211 and 211 L or equivalent. Pre- or Co-requisite: CHEM 212L. 200 minutes of lecture/discussion per week.

CHEM 212L General Chemistry Laboratory II (1)
Laboratory accompanying CHEM 212. Prerequisites: CHEM 211 and 211L, or equivalent. Pre- or Co-requisite: CHEM 212. 150 minutes of laboratory.

CHEM 213 Principles of General Chemistry III (3)
A continuation of CHEM 212. Prerequisite: CHEM 212 and 212L or equivalent. Pre- or Co-requisite: CHEM 213L. 150 minutes of lecture/discussion per week.

CHEM 213L General Chemistry Laboratory III (2)
Laboratory accompanying CHEM 213. Prerequisites: CHEM 212 and 212L, or equivalent. Pre- or Co-requisite: CHEM 213. 300 minutes of laboratory.

CHEM 241 Introduction to Biotechnology (2)
Introductory coverage of biotechnology including a broad survey of contemporary applications, and the future outlook of the field. The focus will be to develop an understanding of how biological systems can be manipulated to create applications in medicine, food production, forensics, industry, and environmental remediation. These areas will be covered with a particular emphasis on modern applications and societal implications. 100 minutes of lecture/discussion per week.

CHEM 270 Concepts of Food Science (2)
This course employs biological sciences, physical sciences, and engineering in the study of the nature of foods, causes of deterioration, and the principles underlying food processing. Topics include the following: Science and practice of providing a wholesome, nutritious, economical and readily available supply of basic and processed foodstuffs; chemical nature of foods; nutritional requirements; health-related dietary considerations; microorganisms, foodborne illnesses, preservation and processing; food additives; food labeling; food safety and the consumer. Prerequisites: CHEM 213 and 213L. 100 minutes of lecture/discussion.

CHEM 277 Special Topics in Chemistry (1–5)
Topics and prerequisites to be announced. May be repeated for different topics.

CHEM 281 Problem Solving in Chemistry (1–2)
A workshop in which students work on problems related to their chemistry coursework with help from a facilitator. This workshop is designed to accompany specific chemistry courses which must be taken concurrently. Consult the electronic course description for the acceptable companion course(s).

CHEM 290 Careers in Chemistry and Biochemistry (1-2)
An introduction to career opportunities available in the fields of chemistry and biochemistry. Students will learn about career options, graduate school, and professional development through activities, discussion, and guest speakers. Offered on a credit, no-credit basis only. May be repeated twice for credit. Prerequisite: CHEM 213 and 213L or equivalent.

CHEM 294 Service Learning in Chemistry, Participation & Design (1-3)
Participation in chemistry-related service learning experiences that meet school and/or community needs. Beginning students will assist in the implementation of service learning projects. Advanced students will design and implement service learning projects. Schedule is negotiated by the student, instructor, and community partners. Course may be repeated up to six times with permission of the instructor. Offered on a credit, no-credit basis only. Interested students should contact the department office. Prerequisite: CHEM 211 and 211L or permission of instructor.

Upper Division

CHEM 300 Environmental Chemistry (3)
A detailed study of current topics of environmental chemistry including air pollution, the ozone layer, greenhouse effect, renewable energy, toxic organic compounds, water chemistry and water pollution. Prerequisites: CHEM 213 and 213L. 150 minutes of lecture/discussion per week.

CHEM 310 Concepts of Geochemistry (5)
Distribution of elements within the earth, their mobilities and interactions during crustal processes. Methods of investigation, application to geologic and environmental studies and petroleum and minerals exploration. Field and laboratory investigations and presentations. Same as GEOL 310. Prerequisites: CHEM 213 and 213L, GEOL 303 or CHEM 351 and some geology course work. (Recommended: MATH 202) A field trip may be required. 200 minutes of lecture/discussion and 150 minutes of laboratory per week. Consult the Course Schedule for specific details.

CHEM 331 Concepts of Organic Chemistry I (5)
A detailed study of the structure and reactivity of organic compounds. Prerequisite: CHEM 213 and 213L or equivalent. 200 minutes of lecture/discussion and 150 minutes of laboratory per week.

CHEM 332 Concepts of Organic Chemistry II (5)
A continuation of CHEM 331. Prerequisite: CHEM 331 or equivalent. 150 minutes of lecture/discussion and 300 minutes of laboratory per week.

CHEM 333 Concepts of Organic Chemistry III (5)
A continuation of CHEM 332. Prerequisite: CHEM 332 or equivalent. 150 minutes of lecture/discussion and 300 minutes of laboratory per week.

CHEM 340 Concepts of Biochemistry (4)
Biochemical equilibria and thermodynamics, biologically important chemical compounds, metabolism of carbohydrates, fats and proteins. Prerequisite: CHEM 332 or equivalent. 150 minutes of lecture/discussion and 150 minutes of laboratory per week.

CHEM 341 Concepts of Biotechnology (3)
In depth coverage of biotechnology with a particular focus on the molecular manipulation of genetic elements for specific applications. Review of the fundamental aspects of cell biology and biochemistry and discussion of a variety of biotechnological applications. Our discussion will emphasize medically related biotechnology such as the production of pharmaceuticals, gene therapy, stem cell research, and the human genome project. Prerequisites: CHEM 241 or 340. 150 minutes of lecture/discussion per week.

CHEM 350 Quantitative Analytical Chemistry (5)
The practice and theory of chemical laboratory methods including techniques of gravimetric, volumetric, spectrophotometric analysis and separation, and introductory instrumental analysis with a focus on precision and accuracy of experimental data. Prerequisite: CHEM 213 and 213L or equivalent. Two lectures, one discussion and two laboratories.

CHEM 356 Concepts of Food Analysis (4)
Study of the fundamental chemical principles of food analysis with the laboratory work including both the classical and the more recent sophisticated methods of chemical analysis. Prerequisite: CHEM 213 and 213L or equivalent. 150 minutes of lecture/discussion and 150 minutes of laboratory.

CHEM 361 Concepts of Physical Chemistry, Thermodynamics (4)
Introduction to topics such as chemical thermodynamics, properties of solutions, phase equilibria and electrochemistry. Prerequisites: MATH 202, PHYS 201, CHEM 213 and 213L or consent of instructor. 150 minutes of lecture/discussion and 150 minutes of laboratory per week.

CHEM 362 Concepts of Physical Chemistry, Kinetics (3)
Introduction to topics such as chemical kinetics, elementary statistical thermodynamics and transport properties. Prerequisites: MATH 202, PHYS 201, CHEM 213 and 213L or consent of instructor. 100 minutes of lecture/discussion and 150 minutes of laboratory per week.

CHEM 363 Concepts of Physical Chemistry, Quantum Mechanics (4)
Introduction to topics such as quantum chemistry, atomic and molecular spectroscopy. Prerequisites: MATH 202, PHYS 201, CHEM 213 and 213L or consent of instructor. 150 minutes of lecture/discussion and 150 minutes of laboratory per week.

CHEM 365 Concepts of Biophysical Chemistry (6)
Introduction to topics such as chemical thermodynamics, properties of solutions, phase equilibria, chemical kinetics, quantum chemistry, and electrochemistry with examples drawn from biochemistry. Prerequisites: MATH 212, PHYS 201, CHEM 213 and 213L or consent of instructor. 200 minutes of lecture/discussion and 300 minutes of laboratory per week.

CHEM 390 Seminar in Chemical Literature (3)
Seminar in the use of modern chemical literature and literature data bases. Must be completed before enrolling in CHEM 490. Prerequisite: at least 135 units and CHEM 340 or 361. 150 minutes of lecture/discussion per week.

CHEM 391 Seminar in Biochemical Literature (3)
Seminar in the use of modern biochemical literature and literature data bases. Must be completed before enrolling in CHEM 491. Prerequisite: at least 135 units and CHEM 340. 150 minutes of lecture/discussion per week.

CHEM 401 Concepts of Chemical Symmetry (3).
Introduction to methods in symmetry used in the chemical sciences. Applications include 3D chemical structures and spectroscopy. Prerequisite: CHEM 332 or consent of instructor. 150 minutes of lecture/discussion per week.

CHEM 410 Concepts of Computational Chemistry (3)
Introduction to basic computational methods used in the chemical sciences. Applications include computational methods in electronic structure, 3D biomolecular modeling, magnetic/optical/spectroscopic properties of molecules, reaction thermochemistry, and reaction dynamics. Prerequisites: CHEM 332 or consent of instructor. 100 minutes of lecture/discussion and 150 minutes of laboratory per week.

CHEM 421 Concepts of Bioinorganic Chemistry (4)
An analysis of the major theories of biologically important metals with particular emphasis on the bio-distribution of metal ions. Structure and function of metal enzymes and metal DNA complexes and organometallic compounds; model compounds and medicinal inorganic chemistry. Prerequisite: CHEM 332 or consent of instructor. 150 minutes of lecture/discussion and 150 minutes of laboratory per week.

CHEM 422 Concepts of Physical Inorganic Chemistry (4)
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 332 or consent of instructor. 150 minutes of lecture/discussion and 150 minutes of laboratory per week.

CHEM 430 Concepts of Macromolecular Chemistry (3)
Structure, properties, synthesis and analysis of synthetic and natural macromolecules; includes an introduction to supramolecular chemistry and self-assembly. Prerequisite: CHEM 333 or consent of instructor. 100 minutes of lecture/discussion and 150 minutes of laboratory per week.

CHEM 440 Advanced Biochemistry (5)
Principles underlying interactions of biological systems on the cellular, subcellular and molecular levels; membrane transport models, protein structure, function and kinetics. Prerequisites: CHEM 340 and 353 or consent of instructor. 150 minutes of lecture/discussion and 300 minutes of laboratory per week.

CHEM 441 Concepts of Protein Chemistry (3)
An in-depth view of protein structure and the correlation of structural properties to biological function. Topics include chemical properties of polypeptides, protein biosynthesis, post-translational modifications, protein-protein interactions, structure-function relationships, evolutionary and genetic origins of proteins, and biological mechanisms. This course also introduces students to the area of bioinformatics. Prerequisites: CHEM 340 or approval of instructor. 150 minutes of lecture/discussion per week

CHEM 442 Biochemistry of Nucleic Acids (4)
Structures and mechanistic features of enzymes involved in DNA and RNA replication or synthesis, the structural determinants related to gene expression, and the chemical processes involved in gene mutation and recombination. Regulation of gene expression, genome replication, recombination, and repair. 150 minutes of lecture/discussion and 150 minutes of laboratory. Prerequisite: CHEM 440

CHEM 451 Instrumental Analysis, NMR (3)
Principles of Nuclear Magnetic Resonance (NMR) spectroscopy and its application in modern instrumental analysis. Prerequisite: CHEM 332 or consent of instructor. 100 minutes of lecture/discussion and 150 minutes of laboratory per week.

CHEM 452 Instrumental Analysis, Separations (3)
Principles and techniques of modern instrumental analysis methods including gas chromatography, HPLC, and mass spectrometry. Prerequisite: CHEM 332 or consent of instructor. 100 minutes of lecture/discussion and 150 minutes of laboratory per week.

CHEM 453 Instrumental Analysis, Spectroscopy (3)
Principles and techniques of modern instrumental analysis methods including UV-Vis spectroscopy, IR spectroscopy and electrochemistry. Prerequisite: CHEM 332 or consent of instructor. 100 minutes of lecture/discussion and 150 minutes of laboratory per week.

CHEM 470 Food Chemistry (4)
Properties of biological molecules (e.g., proteins, enzymes lipids, carbohydrates and pigments) found in foods and pharmaceuticals. Basic elements of molecules, such as structure and reactive groups, are presented in regard to how they affect the properties of foods and pharmaceuticals. Reactions such as Maillard browning and lipid oxidation are discussed regarding mechanisms, products and controlling processes. 150 minutes of lecture/discussion and 150 minutes of laboratory. Prerequisite: CHEM 340 and BIOL 201

CHEM 471 Advanced Nutrition and Metabolism (3)
Nutritional biochemistry and physiology as it relates to establishment of nutrient requirements and Dietary Reference Intakes. Digestion, absorption, metabolism, storage, and excretion of nutrients and other markers of nutritional adequacy or excess with emphasis on micronutrients. Functions of nutrients, in bone muscle, blood, growth and development and communication. Prerequisite: CHEM 340 and BIOL 270. 150 minutes of lecture/discussion.

CHEM 475 Food Industrial Practicum (1–5)
Enhancement of student's practical knowledge of food science by participating in projects sponsored by industrial and/or governmental agencies. A maximum of 5 units can be applied to the major. Prerequisite: Permission of instructor.

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

CHEM 480 Honors Research (5)
Individual study on a current research problem with faculty supervision, preparation of a paper. 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.

CHEM 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 postgraduate students. Interested students should contact the department office.

CHEM 490 Senior Seminar (3)
Presentation of papers and discussion on either a topic or a group of related topics by faculty and students. Prerequisite: Major or minor in chemistry and CHEM 390. 150 minutes of lecture/discussion per week.

CHEM 491 Senior Seminar (3)
Presentation of papers and discussion on either a topic or a group of related topics by faculty and students. Prerequisite: Major or minor in biochemistry and CHEM 391. 150 minutes of lecture/discussion per week.

CHEM 495 Instruction in Chemistry (1–5)
Experience supporting teaching activities in the laboratory and/or guiding problem solving sessions. Interested students should speak with the department chair in advance to coordinate. Normally, a maximum of six units may be used for major department credit. May be repeated for credit.

CHEM 494 Service Learning in Chemistry, Leadership (1-3)
Leadership in chemistry-related service learning experiences that meet school and/or community needs. Students will lead a team in the design and implementation of service learning projects. Schedule is negotiated by the student, instructor, and community partners. Course may be repeated up to six times with permission of the instructor. Offered on a credit, no-credit basis only. Interested students should contact the department office. Prerequisite: CHEM 294 or permission of instructor.

CHEM 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. May be repeated for credit.

CHEM 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.

Note: Among the courses comprising the Child, Adolescent, and Family Studies major and specialty areas (see page 125), those not found elsewhere in this catalog are listed below.

Lower Division

CAFS 101 Introduction to Teaching in the Elementary School (2)
This course is open to high school students only. This course enables high school students to work in elementary classrooms while receiving high school and university credit. In order to participate, students must apply to the program, maintain a 3.0 GPA or better, and have two recommendations from their high school. Those who participate will receive units toward high school graduation and have the opportunity to earn up to 6 college quarter units per year.

CAFS 110 Introduction to Child, Adolescent and Family Studies (2)
This course will give students an introduction to the field of child development. Students will survey the programs and services that are available for children, adolescents, and families and explore the professional opportunities, organizations, and publications related to this field. Students will also be exposed to the Child, Adolescent, and Family Studies Program (CAFS) and the faculty within the CAFS program. This course will provide students with an overview of what will be needed to earn their Bachelor of Arts in Child, Adolescent, and Family Studies. This course will enable the student to gain basic informational and competency skills that will aid in the academic success of the student.

CAFS 200 Fundamentals in Developmental Theory (5)
Introduction to child, adolescent, and family development as a unique field of study. Introduces developmental theory highlights, common milestones across developmental domains, family systems, ethics, introduction to research methods and observation techniques. Explores Human Development as a profession, examines professional responsibilities, reviews publications, student becomes cognizant of child-related organizations, and connects child and family development to other related fields of study. Advances the student's ability to make observations and accurate recordings of children and families. This class also includes an introduction to technology within the field (meets core requirement for CCTC Child Development Associate teacher Permit), CAFS senior portfolio, and requirements for graduation.

CAFS 208 Child, Family and Community (4)
Introduction to various roles of and interactions among and between children, families, and community systems. This approach to understanding the interaction of child, family, and community will emphasize an appreciation for diverse cultural, socioeconomic, and lifestyle experiences. Students will become aware of individual and family requirements, social issues, and available support programs in the local area. Students will engage in program analysis and assessment of program effectiveness and quality in light of family needs and community priorities. (Meets core requirement for CCTC Child Development Associate Teacher Permit).

CAFS 210 Observation of Children (2)
Advances the ability to make sensitive observations and accurate recordings of children and families of diverse lifestyles and abilities. Includes a Service Learning/Fieldwork component requiring students to work and interact with children in order to link theory and practice. This requirement includes 36 hours of field-based observation.

CAFS 220 Curriculum, Procedures, and Laboratory Experience for the Child (5)
Acquaints students with curriculum, procedures and materials important for effective child development programs. Emphasis on learning theory and development as related to learning environments, curriculum areas for the young child, materials, methodology, and evaluation. This course also emphasizes planning developmentally appropriate activities that are respectful and sensitive to individual abilities as well as cultural and family backgrounds. Emphasis is on learning and teaching practices; the role of play in the child's development, age and ability appropriate classroom organization and management, child health, nutrition, and child self-care and studies various approaches like exploring several different curriculums and activities and projects that students could utilize to promote and support those curriculums (such as Reggio, Emergent, Creative, Weekly, Themes, Projects, etc.). (Meets core requirement for CCTC Child Development Associate Teacher Permit.)

CAFS 230 Curriculum, Procedures, and Laboratory Experience in the Elementary School (5)
Acquaints students with curriculum, procedures, and materials important for effective elementary classroom planning. Emphasizes curriculum requirements, learning theory, research and assessment, development, methodology, and planning developmentally appropriate activities. Learning and effective teaching practice is central to the content of this course: the role of play in the child's development, age-level appropriate classroom organization, and classroom management.

CAFS 240 Introduction to Administration of Child and Family Programs (5)
An overview of administration in child and family programs for site supervisors and directors. Topics include program organization, staffing, proactive program management, historical background, and philosophical underpinnings of relevant programs.

CAFS 250 Child Health, Safety, and Nutrition (5)
Examines principles, practices and issues related to meeting the health, safety and nutritional needs of children and emphasizes physiological and biological aspects of development. Students will learn techniques and skills for the support and implementation of health and safety practices and their impact on an individual child's development and how these practices might be adapted to support the goals and values of family and community systems. Students will be required to gain the knowledge and skills consistent with certification in American Red Cross CPR and First Aid. (Meets requirement for CCTC Child Development Master Teacher Permit.)

CAFS 280 Multicultural Children's Literature (5)
This course explores the interrelatedness of social, aesthetic, and cultural, elements of children's literature. It covers criteria for effective evaluation of literature and how to select books that are developmentally appropriate. It examines the elements of literature and how it supports language, creative, and intellectual development. It also covers specific teaching strategies that reflect current literacy theory to enhance transactions with literature.

CAFS 296 Human Corps (1)
One unit of credit for 20 or more hours of volunteer community service experience working directly with young children 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 meetings with a faculty sponsor as 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. Prerequisite: CAFS 200.

CAFS 299 Individual Study (1-5)
To be arranged with the instructor.

Upper Division

CAFS 310 Introduction to the Field of Child Development (2)
This course is for transfer students and will give students an introduction to the field of child development. Students will survey the programs and services that are available for children, adolescents, and families and explore the professional opportunities, organizations, and publications related to this field. Students will also be exposed to the Child, Adolescent, and Family Studies Program (CAFS) and the faculty within the CAFS program. This course will provide students with an overview of what will be needed to earn their Bachelor of Arts in Child, Adolescent, and Family Studies. This course will enable the student to gain basic informational and competency skills that will aid in the academic success of the student.

CAFS 311 Infant/Toddler Development (5)
Focuses on growth and development from conception into the preschool years. This course examines the historical context for the modern conception of child development. Emphasis is given to contemporary research in physiological and motor development, socioemotional development, cognitive development, language and communication development, health and nutrition, child rearing practices and infant stimulation. The class will highlight a social-historical-contextual approach to the development of young children and families. (Meets requirement for CCTC Child Development Master Teacher Permit.) Prerequisite: CAFS 200.

CAFS 312 Child Development in the School Years (5)
Advanced study in growth and development from early childhood to adolescence. Theoretical and research orientations focus on the dynamic interaction of domains of development and their practical applications. Classroom discussion is based partially on required field experiences with children in a variety of environments, examination of patterns and causes of behavior, and the school experience for children of this age, including family, school, community, and cultural contexts. Prerequisite: CAFS 200.

CAFS 313 Adolescent Development (5)
This class in adolescent development will examine theoretical and conceptual frameworks for the study of the social, emotional/psychological, biological/physical, cognitive, language/communicative and aesthetic aspects of human development during adolescence. Development within the various contexts of contemporary adolescents' cultural, familial, educational, socioeconomic, and ability contexts provides the core of class content. Classroom discussion is based partially on field experiences and observations with adolescents in a variety of environments, examination of patterns and causes of behavior, and the school experience for children of this age. Prerequisite: CAFS 200.

CAFS 320 Individual and Family Development in Diverse Cultures (5)
An exploration of the values, attitudes, child rearing practices, family, and social relationships in a variety of diverse settings. The impact of these factors on 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 discuss immigrant experiences in the United States. **GRE**

CAFS 350 Child Guidance, Supervision and Support (5)
Examines children's interpersonal, emotional, and personality development, emphasizing theoretical issues and research on discipline and empathy development. Study of models of guidance and their implications for academic, home, and clinical settings is emphasized. Prerequisite: CAFS 200.

CAFS 360 Parenting and Family Relations (5)
Examines the family as the child's first educator. Studies models of family systems, parenting strategies, community programs and experiences in child service programs, schools, and communities that support and recognize the family as an integral part of the child's educational experience. Emphasis is on parent education, interpersonal communication, and family systems awareness. (Meets the requirement for CCTC Child Development Master Teacher Permit.) Prerequisite: CAFS 200.

CAFS 400 Introduction to Research Methods (5)
Develops an awareness of research methodology, assessment, and evaluation of children and families as represented in the body of Child Development literature. Emphasis on research as applied to children and families of diverse cultural, socioeconomic and life-style backgrounds as data collection strategies, reliability, validity, ethics, and values to increase students' ability to locate, understand, critique, report and use child development research. Prerequisites: Senior Standing, CAFS 200 (C- or higher); MATH 140 or PSYC 200; CAFS 311, 312 or 313 (C- or higher).

CAFS 410 Research, Assessment and Evaluation of Children and Families (5)
Introduction to the interpretation and analysis of Child Development theory and research. Develops an awareness of research methodology, assessment, and evaluation of children and families as represented in the body of Child Development literature. Emphasis on research as applied to children, adolescents, and families of diverse cultural, socioeconomic and lifestyle backgrounds as representing the current study of Child Development. Includes examination of research design, data collection strategies, reliability, validity, ethics and values to increase students' ability to locate, understand, critique, report and use child development research. Prerequisites: Senior standing; Statistics, and CAFS 400 (C- or higher).

CAFS 414 Advanced Practicum (2)
An application of theory in various educational, clinical, and community settings. Placement is made according to student's goals and interests. Prerequisite: CAFS 200.

CAFS 420 Advanced Techniques for Working in Child and Family Programs (4)
A course for those who wish to supervise and direct programs for children, adolescents and families. Topics will include financing, budget requirements, legal codes, planning, operating, evaluating and staff training of child centered programs. Prerequisite: CAFS 200.

CAFS 430 School, Community, and Family Collaborations (5)
Developing knowledge and skills for effective communication with adults in childhood settings including schools, and extracurricular programs for a diverse population. Topics include human relations management, processes for supervision of adults, and parent relations within programs. Prerequisite: CAFS 200.

CAFS 440 Advanced Practicum in Adult Education and Supervision (2)
Supervision experience with adults in child, adolescent, and family programs. Prerequisite: CAFS 200.

CAFS 481 Directed Research in Child Development (1-5)
Students conduct research, assessments, and investigations 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, Adolescent, and Family Studies Program Coordinator.

CAFS 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 program office.

CAFS 490 Senior Seminar (3)
This course is a senior capstone class that will assist students to the next level of their professional development. The course will help students prepare to strengthen competencies needed to achieve personal and professional goals. As part of the course work, students will be required to produce a Senior paper and develop a professional electronic portfolio. Prerequisite: Senior Standing; CAFS 410 (C- or higher).

CAFS 497 Cooperative Education (1-5)
This course provides sponsored learning in a work setting, integrated with academic learning. The Cooperative Education office assists the student in finding a placement on an individual basis.

CAFS 499 Individual Study (1-5)
Students are encouraged to explore a specific topic on an individual basis. Students learn through directed readings, reflective papers, discussions with their faculty advisor, and research on the agreed upon topic. Prerequisite: consent of the instructor who will serve as mentor.

Lower Division

CHIN 101 Introductory Chinese I (5)
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.

CHIN 102 Introductory Chinese II (5)
A continuation of CHIN 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: CHIN 101.

CHIN 103 Introductory Chinese III (5)
A continuation of CHIN 101 and 102. Continued development of the four language skills within two hours of independent laboratory practice per week. Prerequisite: CHIN 102.

Lower Division

COMM 108 Strategies of Public Communication (5)
An introduction to public speaking and communication studies. Emphasis is placed on increasing the student understands of theory relating to the practice and criticism of public speaking, improvement of the student's public speaking and critical thinking skills, and an understanding of library research skills. COMM 108 (or its articulated speech course) is required for all Communications majors. A passing grade of "C" or higher required to earn course credit. **GE A1**

COMM 195 American Sign Language I (6)
Introduces historical perspectives, communication aspects used in the deaf community, grammar, and linguistic structure of American Sign Language (ASL). Builds foundational vocabulary, basic components of ASL, and the manual alphabet. Focuses on execution and techniques of signs used in ASL. Students will learn to communicate solely through the use of American Sign Language. Outside class activities required.

COMM 200 Communications Major and Career Planning (1)
This is a first year foundation course designed to introduce the student to requirements and career options in the major. The course is presented as an orientation seminar, emphasizing academic expectations in the major, professional development, exploration of career options/opportunities in the field of communications. Required of all majors.

COMM/ENGL 203 Introduction to Film Studies (5)
An introduction to the richness and diversity of cinema's past and present through close viewing and active discussion of American and international films. Students learn about key critical approaches, cinematic innovation, and the foundations of cinematic language (including narrative, editing, sound, cinematography, and acting) in order to actively "read" movies within social, historical and aesthetic contexts.

COMM 206 Issues and Practices in Journalism (5)
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.

COMM 214 Newspaper Production (2)
Production of a weekly digital and online 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.

COMM 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.

COMM 220 Page Layout (1)
Focus on the principles of effective page composition, using desktop publishing software, to determine those patterns most effective for the readers, writers, and advertisers of newspapers. Two activity hours per week. May be repeated three times for credit.

COMM 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.

COMM 240 Media Arts (5)
An examination of the major elements of film, video, and digital media, and the fundamentals of how these forms are used to communicate messages. Time is shared between lecture/lab.

COMM 274 Introduction to Communication Studies (5)
Survey of the role of communication in daily life; concepts and contexts therein. Emphasis on the acquisition of media literacy skills and critique, as may be applicable, for upper division work in the discipline. Prerequisite: COMM 108.

COMM 295 American Sign Language II (6)
A continuation of American Sign Language I. Concentrates on communication strategies using vocabulary, grammatical structure, and conceptually accurate use of the language. Further examines use of sign placement, fingerspelling, and facial expression to increase conversational fluency. Introduces conceptual forms of communication and issues utilizing idiomatic expressions, the sign language continuum, and cultural awareness. Outside class activities required. Prerequisite: COMM 195.

Upper Division

COMM 303 Rhetorical Theory and Criticism (5)
Introduction to methods employed in the description, interpretation and evaluation of discursive and non-discursive rhetorical artifacts. Survey of a range of rhetorical perspectives: traditional, experiential, dramaturgical, sociological, and postmodern. Students will engage in seminar discussion and complete written rhetorical analyses. Emphasis will be placed on the comprehensive and application of rhetorical perspectives/tools in written criticism. Prerequisite: COMM 108 or its equivalent or permission of instructor.

COMM 304 Technical and Report Writing (5)
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: ENGL 110 or the equivalent with a grade of "C-" or better and upper division standing. **GWAR**

COMM 305 Public Relations (5)
A study of the theory and practice of public relations with an emphasis on two-way communication, the four-step process of public relations, publics in public relations, and settings for public relations including business, education, labor, government, and other organizations. Explores the roles of public relations professionals in their organizations and the importance of public relations in contemporary organizations. Introduction to the basic tools of the public relations professional including the news release and other forms of public relations communications. Prerequisite: COMM 206 for majors.

COMM 306 Convergence Journalism (5)
Study of contemporary journalism techniques and their influence on the audience they serve. Exercises in news gathering, newspaper writing and interviewing. Prerequisite: ENGL 110 or the equivalent with a grade of "C-" or better and upper-division standing.

COMM 307 Digital Video Production I (5)
Introduces the fundamental technical abilities and conceptual approaches to communication via moving images and sound. Emphasis on cinematic language and basic interpersonal skills of production. Lecture/lab. Prerequisite: COMM 240 or permission of instructor.

COMM 308 Persuasive Campaigns and Social Movements (5)
Critical analysis of the role of persuasion in contemporary discourse, with specific attention on issues involving political campaigns, social movements, advertising and consumerism. Consideration of the symbiotic relationship between society and the function and sustenance of these persuasive discourses. Course will employ a variety of analytic perspectives. Prerequisite: COMM 108 or instructor permission.

COMM 309 Theories of Communication (5)
How theories are constructed. Survey of theoretical approaches to communication drawing on the social sciences and humanities. Prerequisite: COMM 274 or the equivalent for majors.

COMM 311 Feature Writing (5)
Study of newspaper feature stories-their resources, their methods, and their appeal. Frequent exercises in the art of writing feature stories, with concentration on the human-interest feature. Prerequisite: ENGL 110 or the equivalent with a grade of "C-" or better and upper division standing. **GWAR**

COMM 312 Graphic Communication for Print Media (5)
Analysis of the ways in which typography, color, paper, ink, and illustration work together to enhance effective print communication. Comparative discussion of design elements of magazines, newsletters, newspapers, and brochures. Frequent exercises in design layout and preparing camera-ready copy using desktop publishing software.

COMM 314 Photojournalism (5)
Examination of major theories and techniques of photojournalism combined with practice in their application. Uses digital and film equipment to create and process photographic images for various genres. Course includes lecture, discussion, and activities that enhance students' perspectives of photographic images.

COMM 315 Mass Media Law (5)
Designed to broaden the student's understanding of laws that pertain to the mass media. Philosophical appreciation of the legal framework within which the mass media operates and pragmatic familiarity with the legal problems most often encountered by journalists and related professionals is anticipated. The course will examine the development of the law regarding the First Amendment to the U.S. Constitution and such related legal areas such as libel, obscenity, censorship, privacy, free press and fair trial, journalist's privilege, the right of access to government information, access to the press, the doctrine of commercial speech (advertising), and copyright.

COMM/PHIL 317 Ethical Issues in the Media (5)
This course provides an analysis of ethical issues in the news media, with emphasis on news-gathering and reporting and the impact of the internet, advertising, and entertainment. Topics covered include an evaluation of the ethical culture of newsrooms, codes of ethics, objectivity, privacy, fairness, honesty, and the public's right to know. Case studies will be examined, as well as other means by which students will learn how to recognize and resolve ethical conflicts. This course carries credit in either COMM or PHIL. Prerequisites: Completion of General Education Areas A2 and A3.

COMM 330 Speech Communication Skills for Management (5)
Speaking skills necessary for effective management. Includes training in presenting oral reports, using visual aids, interviewing strategies, conducting business conferences, interoffice and interpersonal communications, representing the company in the community, effective listening, and conflict/grievance resolution.

COMM 335 Negotiation (5)
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.

COMM 345 Deaf History (5)
The course explores historical contexts in American Deaf culture. Topics include the evolution of communication with regards to the Deaf community, famous deaf individuals, education, politics, language revolutions, and technological advances. Emphasis is placed on the link between ASL, history, and the Deaf community. Outside class activities required. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status. **GE T2**

COMM 350 Public Relations Strategies and Tactics (5)
Study and application of strategies and tactics used in the public relations profession with an emphasis on written communication through news releases, brochures, newsletters, annual reports, magazines, media kits, and other public relations communication tools. Discussion of media relations and placement. Emphasis on the planning and execution of public relations communication. Discussion and application of communication theories that inform public relations writing and communication.

COMM 360 Gender and Communication (5)
This course introduces students to differences in gender communication; analyzes how institutional, personal, and group factors affect the messages we produce and the meanings we assign to messages. It also assesses the extent to which gender can both enrich and complicate human communication, particularly in personal and professional environments. Particular attention paid to how the mass media depicts gender**.** The course subscribes to an interdisciplinary approach that relies heavily on literature both inside and outside the field of communication. **GRE**

COMM 370 Intercultural Communication (5)
This course is designed to enhance the student's understanding of the importance of culture in human interaction and the linkages between communication and culture. Interdisciplinary approaches examine the influence different cultural backgrounds have on communication in everyday life, social service encounters, business, and international services. **GRE**

COMM 374 3D Modeling (5)
Introduction to the basic techniques of 3d modeling and animation. Survey of the role of 3d in production environments such as interactive media, virtual reality, the World Wide Web and cinematic special effects. Lecture/lab. Prerequisite: COMM 240 or permission of instructor.

COMM 375 Design Marketing Strategies (5)
The student will gain an understanding of basic principals in marketing advertising design and communication strategy. Topics include: print media mix; corporate/commercial/ institutional target market; areas of endeavor; research and development; proposal presentation; pricing and client interaction. Portfolio and communication strategies will be evaluated with emphasis on effective advertising design and client communication.

COMM 376 Interpersonal Communication (5)
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.

COMM 377 Special Topics (1-5)
Analysis of the public communicator in action and the laws, strategies, and situations that influence the process of public persuasion. Specific topic determined by instructor. May be repeated for different course content.

COMM 378 Film Aesthetics and Criticism (5)
Study of the principles by which film and video texts create meaning through screenings, lectures, and readings, with emphasis on major film theories and examination of narrative and documentary forms. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status. **GE T2**

COMM 386 Vector Graphics (5)
Investigation of the relationship between verbal and visual communication, and the complementary partnership between graphic design and illustration. Covers production and analysis, for print and online implementation. Lecture/lab.

COMM 387 Interactive Media I (5)
Fundamentals of interactive production, with an emphasis on the expressive power of online animations and the aesthetics of human-computer interaction. Lecture/lab.

COMM 388 Interactive Narrative Design (5)
Study and implementation of systems that will create dynamic narratives with which the user can interact, including the use of digital graphics, audio, video and text. Lecture/lab.

COMM 390 Publishing on the World Wide Web (5)
This course guides students through the history and current use of the Internet, especially the World Wide Web. Students will learn to set up and maintain Web pages. Emphasis is on the types of information found on the Web, how they are organized, how search engines operate, and how communicators use the Web to disseminate and investigate information. Students build their own Web pages with links to relevant sections of existing Web sites. Lecture/lab.

COMM 391 Digital Imaging (5)
Aesthetic and technical fundamentals of digital imaging. Covers production and critical analysis, from image acquisition to print or screen implementation. Lecture/lab.

COMM 402 Public Relations Management (5)
Analysis and application of public relations management strategies. Focus on the four-step process of public relations and current management practices in the profession including the use of organizational goals and objectives in public relations planning and research. Emphasizes crisis communications and issues management. Also addresses other important management elements of the profession and the advisor/counselor role of the public relations professional.

COMM 404 Public Affairs Reporting (5)
Detailed investigation of covering public affairs, including reporting on public and government agencies, researching public records, and writing clear articles. Students will be trained in Computer Assisted Reporting. 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: COMM 206 or permission of instructor.

COMM 405 Communication in the Organization (5)
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 is 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.

COMM 407 Mass Media and Society (5)
Analysis of the development and impact of media technology as it transforms the ways in which we generate, transmit, assess, and understand mediated messages in contemporary American society. Evaluation of the impact of media technology on the role of communication in information processing, values acquisition and personal behavior, social construction of reality, group dynamics, and social interaction. Emphasis on mass communication. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status. **GE T2**

COMM 414 Newspaper Production (2)
Production of a weekly digital and online 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.

COMM 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.

COMM 420 Page Layout (1)
Focus on the principles of effective page composition, using desktop publishing software, to determine those patterns most effective for the readers, writers, and advertisers of newspapers. Two activity hours per week. May be repeated three times for credit.

COMM 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.

COMM 432 Case Studies in Public Relations (5)
Detailed investigation of the theory and practice of public relations through study of major public relations cases and the development of a public relations campaign proposal for a client. Examination of opportunities and 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. Prerequisite: COMM 305 or permission of instructor.

COMM 434 Communication for Business and Government (5)
Study of and application of the communication processes and practices in business, government, and other professional settings including organizational roles, climate, and culture; listening and feedback; interviewing; resume and cover letter writing; development of formal presentations used within organizational settings; importance of groups and teams in contemporary organizations, and power and politics in the organization.

COMM 435 Health Communication (5)
The role of communication in disease prevention and control. Offers guidance for planning, implementing, and assessing the effectiveness of communication programs for public health and how existing health knowledge can be effectively communicated to inform, influence, and motivate institutional or public audiences.

COMM 440 Digital Video Production II (5)
Advanced video production with emphasis on developing skills in image design, sound/image relationships and storytelling. Lecture/lab. Prerequisite: COMM 307 or permission of instructor.

COMM 450 Documentary Production (5)
Exploration of the various functions of documentaries in society, from propaganda to art. Emphasis on student projects, and the styles and strategies that are available to the documentary form. Lecture.

COMM 460 History of Film (5)
An institutional, aesthetic, cultural and political history of motion pictures from the pre-history of the medium to the contemporary moment. Various national and cultural contexts are considered. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status. **GE T2**

COMM 465 Advanced Communication of American Sign Language (6)
An intense examination of conversational skills in ASL with practicum application. Stresses advanced communication skills in vocabulary while developing a linguistic perspective and the understanding of grammatical syntax. Receptive and comprehension skills will be developed and utilized within the Deaf community. Pertinent issues of American Sign Language and American Deaf culture are discussed. Prerequisite: COMM 295.

COMM 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: COMM 304.

COMM 480 Advanced Technical Communication (5)
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: COMM 304. Cross-listed as ENGL 480.

COMM 481 Advanced Business Communication (5)
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: COMM 304. Cross-listed as ENGL 481.

COMM 484 Digital Video Post Production (5)
Advanced digital video production with an emphasis on the techniques, theories and technical systems involved in digital video editing. Lecture/lab. Prerequisite: COMM 307 or permission of instructor.

COMM 486 Interactive Media II (5)
This course builds on the skills developed in Interactive Media I. Students work with concepts and tools for advanced integration of vector animation and internet authoring. Lecture/lab.

COMM 488 Sound Design for Visual Media (5)
Theory and practice of sound/image relationships in film, video and interactive media. Emphasis on the development of conceptual and design tools as well as technical ability. Lecture/lab.

COMM 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.

COMM 490 Senior Seminar (5)
An advanced course in analysis and application of communication research methods. Specific topics will vary. Individual student research projects and reports. When possible, students contribute to ongoing faculty research. Students will submit a portfolio demonstrating skills and knowledge gained in the Communications major. Prerequisite: COMM 309.

COMM 491 Graphic Web Design (5)
Examination and implementation of the principles and techniques of web design. Emphasis on the relationship of design aesthetics to online audiences and design as a cultural practice. Lecture/lab. Prerequisite: COMM 240 or permission of instructor.

COMM 495 Applied Communication Education (3)
This course is designed to develop effective classroom communication skills for prospective teachers. The course combines theories and models from communication education, multicultural education, and critical pedagogy to assist in personal, professional, and societal transformation for future teachers. Students will be assigned to a K-8 classroom for practical experience. This course is only open to Liberal Studies majors with a concentration in Communications. Prerequisite: COMM 108 or its equivalent.

COMM 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.) Students must have a minimum 3.0 GPA and have completed 15 or more units in residence. No retroactive credit will be allowed.

COMM 497 Cooperative Education (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 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; no retroactive credit will be allowed.

COMM 499 Individual Study (5)
Special projects developed by the individual student in consultation with the designated instructor. Admission with consent of department chair. No retroactive credit will be allowed.

Note: Several of the courses required for Computer Engineering are listed under the Computer Science Program. Additionally, all Computer Engineering and Electrical Engineering courses descriptions are listed under the Computer Engineering Degree Program and carry the ECE prefix.

Lower Division

ECE 160 Introduction to Engineering (3)
This course will provide an introduction to the practice of engineering by reviewing its history and current state. Students are informed about various areas within the discipline of engineering, e.g. chemical, agricultural, and electrical. Finally the impact of engineering from a global, social, and political perspective is presented through a number of case studies.

ECE 277 Special Topics in Computer and Electrical Engineering (1-5)
This course will be used to supplement regularly scheduled courses with additional material at the beginning level.

Upper Division

ECE 304 Signals and Systems I (5)
Time and frequency domain techniques for signal and system analysis. Fourier series and transforms, and Laplace transforms. Topics in differential equations and probability. Use of a numerical computing environment such as MATLAB. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: MATH 203 or 233 or consent of the instructor.

ECE 306 Complex Analysis in Engineering (5)
The complex number field, harmonic and analytic functions, conformal mapping, integration, Cauchy's Theorem, singularities, calculus of residues, applications to elliptic systems arising in engineering. Use of a numerical computing environment such as Matlab. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: MATH 204 or 234 or consent of the instructor.

ECE 307 Analog Circuits (5)
Design, construction, and debugging of analog electronic circuits. Diodes, filters, oscillators, transistors, JFETs, op-amps, and basic analog circuit design. Broadband applications in networking and communications. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: ENGR 207 or PHYS 207 or consent of the instructor.

ECE 320 Digital Circuits (5)
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 processor components and memory. The course will apply the circuit theory to the design of an elementary processor with a small instruction set with absolute addressing and a hard-wired control unit. An assembly language for this processor will also be developed. This course includes a laboratory which will cover a mix of actual circuit work together with circuit synthesis and testing using software. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: One course in programming or permission of the instructor.

ECE 322 Digital Design with VHDL (5)
This course uses a hardware description language (HDL) to design application-specific integrated circuits. The continuation of CMPS 320 includes modern digital design technology, in-depth treatment of algorithms and architectures for digital machines and comprehensive treatment of behavioral modeling in advanced digital design. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: ECE 320 or CMPS 320.

ECE 325 Properties of Materials (5)
Fundamental electrical, optical, and magnetic properties of materials, elementary quantum mechanics, crystal structure, energy bands, metals and semiconductors. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: ECE 307 and PHYS 223.

ECE 330 Signals and Systems II (5)
Analysis of both continuous-time and discrete-time signals, convolution, frequency domain analysis, Fourier series, Fourier transforms, and z-transforms, filters, applications to communications and control systems. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: ECE 304.

ECE 332 Fields and Waves (5)
Vector analysis, electrostatic and magnetic fields, Maxwell's equations, plane waves. Reflection, attenuation, and impedance. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: MATH 203 or 233 and ENGR 207 or PHYS 207.

ECE 336 Electrical Machinery (5)
This course is an introduction to the analysis and design of electromechanical energy conversion systems, magnetic circuit theory, general transformer and machinery theory, DC and AC motors and generators. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: ECE 304 and 307.

ECE 337 Fundamentals of Power Systems (5)
This course is an introductory subject in the field of electric power systems. Electric power systems have become increasingly important as a way of transmitting and transforming energy in industrial, military and transportation uses. The course covers basic elements of power system, three-phase circuit analysis, transformers, transmission line configuration, the per unit system and power flow. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: ENGR 207 or PHYS 207 and ECE 304 or consent of the instructor.

ECE 377 Special Topics in Computer and Electrical Engineering (1-5)
This course will be used to supplement regularly scheduled courses with additional material at the intermediate level.

ECE 420 Embedded Systems (5)
Built on logic designs, using assembly and C languages to study embedded systems with regard to their software, hardware, theories and implementation methodology. Various embedded system development tools, such as assemblers, debuggers and cross compilers, will be introduced and used in the course. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: CMPS 224 and ECE 320 or CMPS 320.

ECE 422 Digital Signal Processing (5)
Introduction to principles of Digital Signal Processing (DSP) including sampling theory, aliasing effects, frequency response, Finite Impulse Response filters, Infinite Impulse Response filters, spectrum analysis, Z transforms, Discrete Fourier Transform and Fast Fourier Transform. Emphasis on hardware design to achieve high-speed real and complex multiplications and additions. Pipelining, Harvard, and modified Harvard architectures. Overviews of modern DSP applications such as modems, speech processing, audio and video compression and expansion, and cellular protocols. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: PHYS 221 and ECE 304.

ECE 423 Digital Communications (5)
Principles and techniques fundamental to the analysis and design of digital communication systems. The basic building blocks of a digital communication system including channel encoders/decoders, digital modulators/demodulators and channel characteristics. Channel impairments such as signal-to-noise ratios, distortion, interference, transmission errors and fading. Wired and wireless systems. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: ECE 304 and 320 or CMPS 320.

ECE 424 Microprocessor System Design (5)
Architecture and hardware design of microprocessor-based systems, including bus structure, interrupts handling, I/O ports, control signal, and peripherals. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 224 and ECE 320 or CMPS 320.

ECE 425 Wireless Communications (5)
In this course analytical characterizations of mobile communications channels are developed. The main techniques for mitigating the mobile communication channel effects such as Equalization, Diversity, etc. are examined. Multiple access techniques used in wireless communications, such as FDMA as well as digital TDMA and CDMA techniques that allow multiple users to share a given spectrum is examined. Students will learn how to design a cellular system for a given coverage area, and how to carry out the performance analysis of the designed system. They will also know how to increase the capacity (number of users accommodated) in a cellular system. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: ECE 304 and 330 or consent of the instructor.

ECE 426 Wireless Networks (5)
This course focuses on wireless data communications including wireless Internet. The students acquire knowledge into the current and future state-of-the-art of technology in the field of wireless communication. Another goal of the course is to ensure student(s) can explain the impact of commercial, political, and regulatory factors on the design of wireless systems. The course will treat current relevant technologies, and the exact content may change from year to year. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: ECE 304 or consent of the instructor.

ECE 432 Instrumentation, Control, and Data Acquisition (5)
Study of analog (and computer-controlled) systems, classical and modern system design methods, s-domain (and z-domain) transfer function models, state space, dynamics of linear systems, and frequency domain analysis and design techniques. Introduction to controllability and observability. Implementation of PID controllers. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: MATH 203 or 233 and ECE 320.

ECE 433 Mechatronics (5)
Intelligent electro-mechanical systems. Topics include electronics (A/D, D/A converters, op-amps, filters, power devices), software program design (event-driven programming, state machine-based design), DC and stepper motors, basic sensing and basic mechanical design. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: ECE 307, 320, and CMPS 223.

ECE 434 Introduction to Control Theory (5)
This course is an introduction to the analysis and design of feedback control systems, including classical control theory in the time and frequency domain. Modeling of physical, biological and information systems using linear and nonlinear differential equations. Stability and performance of interconnected systems, including use of block diagrams, Bode plots, Nyquist criterion, and Lyapunov functions. Robustness and uncertainty management in feedback systems through stochastic and deterministic methods. Introductory random processes, Kalman filtering, and norms of signals and systems. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: ECE 304.

ECE 446 Image Processing (5)
Digital image acquisition, image enhancement and restoration, image compression, computer implementation and testing of image processing techniques. Students gain hands-on experience of complete image processing systems, including image acquisition, processing, and display through laboratory experiments. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: ECE 304.

ECE 447 Computer Vision (5)
Imaging formation, early vision processing, boundary detection, region growing, two-dimensional and three-dimensional object representation and recognition techniques. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: MATH 203 or 233 and CMPS 312 or ECE 304.

ECE 457 Robotics (5)
The course will provide an opportunity for students to understand intelligent robot system architecture and to design algorithms and programs for control and planning of intelligent robot systems based on analytical modeling and behavior modeling. Students will use simulation software (Webots) and hardware test-bed (Kheraper II) to verify their algorithm and program performance during their project work. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

ECE 464 Power Electronics and Semiconductors (5)
The course is an introduction to switched-mode power converters. It provides a basic knowledge of circuitry for the control and conversion of electrical power with high efficiency. These converters can change and regulate the voltage, current, or power; dc-dc converters, ac-dc rectifiers, dc-ac inverters, and ac-ac cycloconverters are in common use. Applications include electronic power supplies, aerospace and vehicular hybrid power systems, and renewable energy systems. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: ECE 307 and 337.

ECE 477 Special Topics in Computer and Electrical Engineering (1-5)
This course will often be used to supplement other courses with additional work at a more advanced level. Prerequisite: Permission of the instructor

ECE 489 Experiential Prior Learning (1-5)
Majors in Computer and Electrical Engineering 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 CMPS 224 and have the approval of the department.

ECE 490A Senior Project I (3)
After consultation with the faculty supervisor and investigation of relevant literature, the student(s) shall prepare a substantial project with significance in the designated area. The timeline, teamwork responsibilities, milestones, and presentation(s) will be scheduled. Prerequisite: At least 20 units of 300- or 400-level ECE and CMPS courses.

ECE 490B Senior Project II (3)
This is the completion phase of the project. The student(s) will present a project report to the entire class, explaining the nature of the work, the finished product, and its relationship to the field. Prerequisite: Upper-division standing and ECE 490A.

Academic Regulation
A grade of C- is the minimal grade acceptable for progression in the CMPS 221, 222, and 223 sequence.

Lower Division

The Department of Computer Science offers courses on topics of current interest to the community from time to time. Call the Computer Science office, (661) 654-3082, to express interest or inquire concerning offerings.

CMPS 120 Computer Skills and Concepts I (5)
Instruction and tutoring in basic computer skills. An overview of computer terminology, hardware and software. Included: storage devices, input/output devices, the internet, operating systems, word processing, spreadsheets, presentation software, creating web pages and simple databases. Meets for 250 minutes. Prerequisites: None.

CMPS 150 Introduction to Unix (1)
Basic Unix commands and programming utilities will be introduced. Students will learn how to use email, a text editor, and manage files and directories. This course is designed for students who have no experience with Unix. Computer Science majors are encouraged to take CMPS 215 in place of this course, if possible. Prerequisite or Corequisite: CMPS 211 or 221.

CMPS/MATH 206 Advanced Engineering Mathematics (5)
Introduction to ordinary differential equations, Fourier Series and Integral, other transforms, and partial differential equations; applications to computer hardware, such as the resonance, wave equation, transmission line equation, and filtering. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: MATH 203.

CMPS 211 Internet Programming and Web Design (5)
Introduction to internet programming using HTML and JavaScript or other scripting language. The course is intended for students with no programming experience. Students will learn the concepts of structured programming and control structures. They will become familiar with HTML interfaces by designing interactive web sites. This course may be used as an elective in the CIS track. Prerequisite: None.

CMPS 215 Unix Programming Environment (3)
This course covers common Unix commands, shell scripting, regular expressions, tools and the applications used in a Unix programming environment. The tools to be introduced include make utility, a debugger, advanced text editing and text processing (vi, sed, tr). Each week lecture meets for 100 minutes and lab meets for 150 minutes. Prerequisite: None.

CMPS 216 Unix System Administration (3)
This course covers the knowledge and skills critical to administering a multi-user, networked Unix system. The course assumes a basic knowledge of Unix commands and an editor (vi or Emacs). Topics include: kernel and network configuration, managing daemons, devices, and critical processes, controlling startup and shutdown events, account management, installing software, security issues, shell scripting. Many concepts will be demonstrated during hands-on labs. Each week lecture meets for 100 minutes and lab meets for 150 minutes. Prerequisite: CMPS 215.

CMPS 221 Programming Fundamentals (5)
Introduces the fundamentals of procedural programming. Topics include: data types, control structures, functions, arrays, and standard and file I/O. The mechanics of compiling, linking, running, debugging and testing within a particular programming environment are covered. Ethical issues and a historical perspective of programming within the context of computer science as a discipline are given. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: MATH 85 or satisfaction of Entry Level Mathematics (ELM).

CMPS 222 Object-Oriented Programming (5)
Builds on foundation provided by CMPS 221 to introduce the concepts of object-oriented programming. The course focuses on the definition and use of classes and the fundamentals of object-oriented design. Other topics include: an overview of programming language principles, basic searching and sorting techniques, and an introduction to software engineering issues. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 221 with C- or higher.

CMPS 223 Data Structures and Algorithms (5)
Builds on the foundation provided by CMPS 221 to introduce the fundamental concepts of data structures and algorithms that proceed from them within the framework of object-oriented programming technology. Topics include: recursion, fundamental data structures (including lists, stacks, queues, hash tables, trees and graphs) and basics of algorithmic analysis. Necessary components of object-oriented programming method will be introduced. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 221 with C- or higher.

CMPS 224 Assembly Language Programming (5)
Introduction to machine architecture and program structure; code, data, and stack segments; programming with an assembly language. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 221.

CMPS 270 Introduction to CAD in Engineering (3)
Use of computer-aided design software, such as AutoCAD, in engineering. CAD concepts including drawing setups, commands and system variables, layers and object properties, 2-dimensional entity creation, coordinate systems, creating objects, drawing with precision, plotting, and editing methods are applied to a variety of engineering applications. Two hours lecture/discussion and three hours laboratory per week.

CMPS 271 Intermediate CAD in Engineering (3)
Intermediate topics in computer-aided design using AutoCAD. Introduction to 3-dimensional drawing and modeling with engineering applications, adding text to drawings, creating dimensions, using blocks and external references, managing content with Autocad Design Center, creating a layout to plot, plotting your drawings, working with raster images, creating compound documents with OLE, and using other file formats. Two hours lecture/discussion and three hours laboratory per week. Prerequisite: CMPS 270

CMPS 277 Topics in Programming Languages (1-5)
A study of programming languages not offered otherwise. Prerequisite: Knowledge of a high-level programming language or permission of the instructor.

CMPS 280 X-Windows (3)
This course is an introduction to the use of an X-Windowing environment. The course is designed more for the end user than for X11 programmers. Its goal is to familiarize the applications user with the standard X11 productivity tools as well as explain the underlying principles, configuration questions, and security considerations involved in working or administering an X-Workstation with Internet access. Each week lecture meets for 100 minutes and lab meets for 150 minutes.

CMPS 281 Problem Solving in Compute Science (1)
This workshop is designed for students in the Louis Stokes alliance for Minority Participation Program (LSAMP), but is open to other students as well. It covers topics from CMPS 221. Typically students work during the meeting on problems related to their class, being helped by a facilitator.

CMPS 295 Discrete Structures (5)
Discrete structures and applications in computer science. Proofs, with a focus on induction. Introduction to propositional and predicate logic, functions, relations and sets, algorithm analysis, counting techniques, recursion and solution or recurrence relations, graph theory and trees. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 221 with a grade of C- or higher and MATH 190 or 191 or higher.

Upper Division

CMPS 305 Numerical Analysis (5)
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. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: CMPS 221 and MATH 203 or permission of instructor. Cross-listed with MATH 305: Numerical Analysis.

CMPS 311 Server Scripting Languages (5)
Languages, principles and techniques fundamental to web application development on the server side. The latest languages and technologies are addressed, to include ASP, PHP, Perl, Python. Prerequisites: CMPS 221 and 211 or instructor approval.

CMPS 312 Algorithm Analysis and Design (5)
Algorithm analysis, asymptotic notation, hashing, hash tables, scatter tables, and AVL and B-trees, brute-force and greedy algorithms, divide-and-conquer algorithms, dynamic programming, randomized algorithms, graphs and graph algorithms, and distributed algorithms. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 295 or 300 and 223.

CMPS 320 Digital Circuits (5)
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 processor components and memory. The course will apply the circuit theory to the design of an elementary processor with a small instruction set with absolute addressing and a hard-wired control unit. An assembly language for this processor will also be developed. This course includes a laboratory which will cover a mix of actual circuit work together with circuit synthesis and testing using software. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: One course in programming or permission of the instructor.

CMPS 321 Computer Architecture (5)
This course follows the Digital Logic Design course and focuses on the design of the CPU and computer system at the architectural (or functional) level: CPU instruction sets and functional units, data types, control unit design, interrupt handling and DMA, I/O support, memory hierarchy, virtual memory, and buses and bus timing. In contrast, the Digital logic Design course is primarily concerned with implementation; that is, the combinatorial and sequential circuits which are the building blocks of the functional units. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

CMPS 322 Digital Design with VHDL (5)
This course uses a hardware description language (HDL) to design application-specific integrated circuits. The continuation of CMPS 320 includes modern digital design technology, in-depth treatment of algorithms and architectures for digital machines and comprehensive treatment of behavioral modeling in advanced digital design. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 320.

CMPS 335 Software Engineering (5)
A general introduction to Software Engineering. Deals with the specification, development, management, and evolution of complex software systems. Shows how to cost-effectively apply the methods and theory from Computer Science to solve difficult problems. The course presents a broad perspective on software and system engineering and surveys a wide spectrum of tools and techniques. Students are required to complete a project as part of a small software engineering team. Students may choose system projects involving software and hardware integration. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 222 with a grade of C- or better and CMPS 223 with a grade of C- or better.

CMPS 340 Introduction to Digital Forensics (5)
Investigative techniques, evidence handling procedures, forensics tools, digital crime reconstruction, and legal guidelines. Case studies cover a range of hardware and software platforms. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: None (CMPS 215 or a good working knowledge of Unix is recommended).

CMPS 342 Database Systems (5)
Basic issues in data modeling, database application software design and implementation. File organizations, relational model, relational database management systems, and query languages are addressed in detail. Two-tier architecture, three-tier architecture and development tools are covered. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 295.

CMPS 350 Programming Languages (5)
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. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 222 with a grade of C- or better and CMPS 223 with a grade of C- or better.

CMPS 356 Artificial Intelligence (5)
This course is intended to teach the fundamentals of artificial intelligence which include topics such as expert systems, artificial neural networks, fuzzy logic, inductive learning and evolutionary algorithms. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223 with a grade of C- or better and CMPS 295.

CMPS 360 Operating Systems (5)
A study of the introductory concepts in operating systems: historical development of batch, multiprogrammed, and interactive systems; file, memory, device, process, and thread management; interrupt and trap handlers, abstraction layer, message passing; kernel tasks and kernel design issues; signals and interprocess communication; synchronization, concurrency, and deadlock problems. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

CMPS 371 Computer Graphics (5)
Introduction to computer graphics hardware, animation, two-dimensional transformations, basic concepts of computer graphics, theory and implementation. Use of graphics API's such as DirectX or OpenGL. Developing 2D graphics applications software. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

CMPS 376 Computer Networks (5)
A study of computer networks focusing on the TCP/IP Internet protocols and covering in detail the four layers: physical, data link, network, and transport. This course includes a laboratory in which students will cover important network utilities, debugging tools, process and thread control as it relates to network programming, and the coding of programs which do interprocess communication over sockets. The typical Internet client program which accesses a TCP network server daemon will be covered in detail. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

CMPS 377 Special Topics in Computer Science (3-5)
This course will be used to supplement other courses with additional work at the intermediate level. Prerequisite: Permission of instructor.

CMPS 394 Client, Server, Internet and Hand-held Device Programming (5)
This course will use Java's features and libraries to explore client-side, server-side, and internet programming. The concepts of multi-threading, synchronization, and network programming (socket and remote-method onvocation) will be introduced and used to develop internet client-server programs such as chat room, on-line help, file transfer, etc. The concepts of graphic user interfaces (GUIs) and hand-held devices (such as Android phone or tablets) will be discussed and applied in student projects. Meets for 200 minutes of lecture and 150 minutes of lab. Prerequisites: Completion of CMPS 222 and 223 with a C- or higher.

CMPS 410 Theory of Language Translation (5)
A study of techniques relevant to the theory of language translation including finite state machines, formal languages, grammars, lexical and syntactic analysis. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 350.

CMPS 411 Theory of Automata (5)
A study of algorithms as they relate 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. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

CMPS 420 Embedded Systems (5)
Built on logic designs, using assembly and C languages to study embedded systems with regard to their software, hardware, theories and implementation methodology. Various embedded system development tools, such as assemblers, debuggers and cross compilers, will be introduced and used in the course. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: CMPS 224 and 320.

CMPS 421 Advanced Computer Architecture (5)
Continuation of CMPS 321 including speed-up arithmetic algorithms, vector and parallel processing, organization of memory for high performance processors, and a comparative study of supercomputer architectures. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 321.

CMPS 422 Digital Signal Processing (5)
Introduction to principles of Digital Signal Processing (DSP) including sampling theory, aliasing effects, frequency response, Finite Impulse Response filters, Infinite Impulse Response filters, spectrum analysis, Z transforms, Discrete Fourier Transform and Fast Fourier Transform. Emphasis on hardware design to achieve high-speed real and complex multiplications and additions. Pipelining, Harvard, and modified Harvard architectures. Overviews of modern DSP applications such as modems, speech processing, audio and video compression and expansion, and cellular protocols. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: PHYS 221, MATH 203, and CMPS 320.

CMPS 432 Instrumentation, Control, and Data Acquisition (5)
Study of analog (and computer-controlled) systems, classical and modern system design methods, s-domain (and z-domain) transfer function models, state space, dynamics of linear systems, and frequency domain analysis and design techniques. Introduction to controllability and observability. Implementation of PID controllers. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: MATH 203 and CMPS 223 or consent of the instructor.

CMPS 435 Advanced Software Engineering (5)
Continuation of study of the software lifecycle. Methods and tools for the implementation, integration, testing and maintenance of large, complex software systems. Program development and test environments. Group laboratory project. Technical presentation methods and practice. Ethical and societal issues in software engineering. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 335.

CMPS 442 Advanced Database Systems (5)
A wide range of topics such as query processing and optimization, object-oriented database systems, distributed database systems, database warehousing and data mining will be discussed. The course will also be used to introduce emerging issues related to database systems. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 342.

CMPS 445 Data Mining and Visualization (5)
Knowledge discovery in and visualization of large datasets, including data warehouses and text-based information systems. Topics covered include data mining concepts, information retrieval, analysis methods, storage systems, visualization, implementation and applications. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 312

CMPS/ECE 446 Image Processing (5)
Digital image acquisition, image enhancement and restoration, image compression, computer implementation and testing of image processing techniques. Students gain hands-on experience of complete image processing systems, including image acquisition, processing, and display through laboratory experiments. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: CMPS 223 and ECE 304.

CMPS 450 Compiler Construction (5)
An introduction to the construction of compilers, including lexical and syntactic analysis, code generation, and error detection. This course includes a 2 1/2 hours per week laboratory in which students will implement a compiler for a given programming language. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 350.

CMPS 451 Vulnerability Analysis (5)
Identification and quantification of security weaknesses in programs, systems and networks. Topics include professional ethics, static binary analysis, dynamic binary analysis, anti-analysis techniques, risk assessment, penetration testing, vulnerability classification and mitigation techniques. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 350

CMPS 456 Advanced Artificial Intelligence (5)
Continuation of CMPS 356. This course is intended to teach about advances in artificial intelligence. It includes advanced topics on artificial neural networks such as distributed and synergistic neural network models, hybrid artificial intelligence techniques such as neuro-fuzzy models, advanced machine learning techniques and meta-heuristic evolutionary algorithms. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: CMPS 356.

CMPS 457 Robotics (5)
The course will provide an opportunity for students to understand intelligent robot system architecture and to design algorithms and programs for control and planning of intelligent robot systems based on analytical modeling and behavior modeling. Students will use simulation software (Webots) and hardware test-bed (Kheraper II) to verify their algorithm and program performance during their project work. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

CMPS 460 Advanced Operating Systems (5)
Continuation of CMPS 360. Various topics in popular operating systems. Real-time and distributed operating systems will be addressed. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 360.

CMPS 465 Advanced System Analysis and Design (5)
Design and construction of sizeable software products. Technical management of software development teams. Software development process models, software design, documentation, quality assurance during development, software unit and integration testing, CASE tools, development environments, test tools, configuration management. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 335.

CMPS 471 Advanced Computer Graphics (5)
Continuation of CMPS 371. 3D graphics transformations, multi-resolution model building and rendering. Advanced computer graphics concepts-theory and implementation. Advanced animation techniques in a 3D environment. This course includes a laboratory. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: CMPS 371.

CMPS 472 AI Agents in Virtual Environments (5)
Continuation of CMPS 471. This course is about creating and interacting with intelligent three-dimensional virtual environments. Topics covered will include hierarchical architecture of three-dimensional virtual environments, and a framework of incorporating intelligent agents within the virtual environment. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 371.

CMPS 473 Computer Game Design (5)
The course will cover fundamental concepts behind designing a game engine. The concepts, theories, and programming aspects of physics engine, graphics engine, and control engine will be covered. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

CMPS/MATH 475 Applied Cryptography (5)
An introduction to cryptography, history and its present day use. Topics include symmetric cyphers, hash functions, public-key encryption, data integrity, digital signatures, key establishment, key management. Related topics include prime generation, integer factorization, discrete logarithms, pseudo-random number generation and computational complexity. Prerequisite: CMPS 221, and one of CMPS 295 or MATH 300

CMPS 476 Advanced Computer Networks and Computer Security (5)
Continuation of CMPS 376. Various advanced topics in computer networks and computer security will be addressed. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: CMPS 376

CMPS 477 Special Topics in Computer Science (1-5)
This course will often be used to supplement other courses with additional work at a more advanced level. Prerequisite: Permission of instructor.

CMPS 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 CMPS 223 and have the approval of the department.

CMPS 490A Senior Project (3)
After consultation with the faculty supervisor and investigation of relevant literature, the student(s) shall prepare a substantial project with significance in the designated area. The timeline, teamwork responsibilities, milestones, and presentation(s) will be scheduled. Prerequisites: At least 20 units of 300- or 400-level CMPS courses.

CMPS 490B Senior Project (3)
This is the completion phase of the project. The student(s) will present a project report to the entire class, explaining the nature of the work, the finished product, and its relationship to the field. Prerequisite: Upper-division standing and CMPS 490A.

CMPS 496 Internship in Computer Science (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 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.

CMPS 497 Cooperative Education (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. The department will determine application of credit.

Graduate Courses

CPSY 512 Psychological Testing (4)
Survey of assessment procedures applicable to MFT/LPCC practice and their theoretical and applied characteristics. Consideration of the role of various kinds of assessment in typical clinical situations, as well as the impact of cultural orientation, age, and other client characteristics in ethically selecting and using assessment procedures. Prerequisite: Classified standing. [S]

CPSY 520 Research Methods in Counseling Psychology (4)
Methods and issues associated with the conduct and use of research concerning phenomena relevant to counseling psychology. Overview of hypothesis generation, research design, data collection and interpretation, and utilization of research findings in clinical practice. Prerequisite: Classified standing. [W]

CPSY 530 Human Sexuality (4)
Examination of the major variables affecting human sexuality. Includes the physiological, psychological, and sociocultural 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 issues of sexuality and intimate interpersonal relationships. Prerequisite: Classified standing. [S]

CPSY 535 Domestic Violence (2)
Prevention, detection, assessment, intervention, and legal reporting of violence in families, with special emphasis on abuse of children, dependent adults, and partners in intimate relationships. Therapeutic considerations include diagnosis, evaluation, and treatment planning. Prerequisite: Classified. [S]

CPSY 540 Theories of Individual Counseling (4)
Examination of several contemporary individual intervention approaches based on specific behavioral, cognitive, humanistic/experiential, and psychodynamic frameworks. Consideration of how each approach is used in clinical, school, and marriage and family counseling applications. Prerequisite: Classified standing. [F]

EDCS 570 Career Counseling (4)
Focuses on the processes of career and academic development through the life span, including an emphasis on theories of career education and career counseling, culturally different populations, the interface between the individual and the organizational climate and the resources utilized in the career and academic counseling process. [S]

CPSY 600 Human Communication I (4)
Interpersonal processes fundamental to the development of psychotherapeutic counseling strategies, with an emphasis on processes underlying verbal and nonverbal communication and the use of clinical skills applicable to interviewing, assessment, and intervention. Practice in simulated laboratory situations. Offered on a credit, no-credit basis only. Prerequisite: Classified standing in the MS in Counseling Psychology. [F]

CPSY 610 Psychopathology and Diagnostic Interviewing (4)
Examination of major types of psychopathology. Techniques of intake interviewing and determining mental status to formulate a differential diagnosis based upon the Diagnostic and Statistical Manual of Mental Disorders. Prerequisite: Classified standing in the MS in Counseling Psychology. [F]

CPSY 620 Adult and Family Development (4)
Exploration of the biological, psychological, and social developmental tasks and life events of the adult years, including a family and vocational perspective. Focus on sociocultural, gender, and family issues salient to relationships, separation, nontraditional and blended families, and geropsychology. Issues of aging and long term care are stressed. Prerequisite: Classified standing in the MS in Counseling Psychology. [W]

CPSY 630 Clinical Ethics (2)
Contemporary professional ethics relative to counseling practice. Professional codes of ethics (ACA, AAMFT/CAMFT, and APA) and examination of key case examples. Prerequisite: Classified standing in the MS in Counseling Psychology. [W]

CPSY 631 Legal and Professional Issues in Marriage and Family Therapy (2)
Laws and regulations that delineate the professional scope of practice of Marriage and Family Therapy. Current legal patterns and trends, including those in family law and reporting requirements imposed on California therapists by statue, regulation, and case law. Goals and objectives of professional organizations, standards of training, licensure and standards, and the rights and responsibilities of the professional counselor. Prerequisite: Classified standing in the MS in Counseling Psychology. [W]

CPSY 633 Cross Cultural Issues in Counseling (4)
Focus on attitudes and issues arising from different values and cultural assumptions that affect therapeutic intervention. Attention to cultural sub-groupings of ethnicity, socioeconomic status, gender, sexual orientation, religion, relationship status, age, disability, and other demographics as they relate to the counseling process. Prerequisite: Classified standing. [F]

CPSY 634 Psychopharmacology (3)
Examination of the general principles underlying the use in modern practice of drugs to treat the major classes of mental illness. Include antipsychotics, antidepressants, anxiolytics, mood stabilizers, and special topics. Mechanisms of action, drug interactions, pertinent aspects of differential diagnosis, and psychiatric aspects of general medical conditions will be discussed. Prerequisite: Classified standing in the MS in Counseling Psychology. [S]

CPSY 636 Chemical Dependency (2)
Etiology, diagnosis and treatment of substance abuse and dependence. Prerequisite: Classified standing in the MS in Counseling Psychology. [F]

CPSY 642 Behavioral Intervention (2)
Principles and techniques of behavior acquisition and intervention. Emphasis on respondent and operant conditioning. Ethical and professional considerations. Prerequisite: Classified standing. [W]

CPSY 643 Cognitive Intervention (2)
Cognitive theories of psychopathology and adaptive change. Illustration, demonstration, and practice of techniques of cognitive intervention. Prerequisite: Classified standing. [W]

CPSY 644 Dynamic Intervention (2)
Principles of psychodynamic and contemporary psychoanalytic psychotherapies, including and object relations and self-psychology perspectives. Development of the ability to recognize and respond to conscious and unconscious states, defenses, and transference and countertransference dynamics. Prerequisite: Classified standing. [F]

CPSY 645 Dyadic Intervention (2)
Emphasis on the dynamics of couple interaction, as well as on the examination of gender and ethnic issues. Integrates intrapsychic, interpersonal, and systems perspectives. Focus on enhancing communication and relationship processes and skills. Prerequisite: Graduate candidacy. [S]

CPSY 650 Theories of Family Counseling (4)
Focus on major systemic and nonsystemic orientations in relationship, couples, and family counseling. Attention to the psychodynamics of relationships and transcultural family systems, communications theory, and the role of family of origin in individual and family functioning. Students will relate their own family dynamics to the literature. Prerequisite: Graduate Candidacy standing in the MS in Counseling Psychology, [S]

CPSY 651 Techniques of Family Counseling (3)
Focus on the development of clinical skills necessary for effective relationship and family counseling. Laboratory experiences will be provided through observation, demonstration, and practice. Prerequisite: CPSY 650. [F]

CPSY 660 Theories of Group Counseling (4)
Focus on the major approaches to group counseling. Emphasis on small and large group processes and involvement in group experiential activities designed to relate the clinical process to theoretical explanations. Prerequisite Graduate candidacy. [F]

CPSY 661 Techniques of Group Counseling (3)
Focus on the development of clinical skills necessary for effective group counseling. Laboratory experiences will be provided through observation, demonstration, and practice. Prerequisite: CPSY 660. [W]

CPSY 672 Theories and Techniques of Developmental Counseling with Children and Adolescents (5)
Focus on the major approaches to therapeutic interventions with children and adolescents. Attention to developmental issues and tasks necessary for competent counseling with children and adolescents, including biological, psychological, social, and cultural processes that influence or disrupt normal development. Prerequisite: Classified standing in the MS in Counseling Psychology. [W]

CPSY 681 Practicum I (2)
A supervised clinical practicum within the scope and practice of a marriage and family therapist or a professional clinical counselor. Application of counseling procedures, with a focus on interviewing, assessment, diagnosis, prognosis, and treatment of familial and relationship dysfunctions. Counts toward the MFT/LPCC practicum requirement (Business and Professional Code, Chapter 1054, Section. 4980.43, a- c). Limited by law to 8 students per supervision section. Prerequisite: Graduate candidacy, CPSY 610, liability insurance. [F,W,S]

CPSY 682 Practicum II (2)
A continuation of CPSY 681. Counts towards the MFT/LPCC practicum requirement. Prerequisite: CPSY 681 and professional liability insurance. [F,W,S]

CPSY 683 Practicum III (2)
A continuation of CPSY 682. Counts towards the MFT/LPCC practicum requirement. Prerequisite: CPSY 681 and professional liability insurance. [F,W,S]

CPSY 691 Traineeship I (3)
A supervised clinical practicum in settings designed to

facilitate the professional goals of the trainee within the scope and practice of a marriage and family therapist or a professional clinical counselor. Advanced experience in interviewing, assessment, diagnosis, prognosis and treatment of familial and relationship dysfunctions. Counts towards the MFT/LPCC practicum requirement (Business and Professions Code, Chapter 1054, Section 4980.43, a-c). Offered in a credit, no-credit basis only. Prerequisites: Graduate candidacy, CPSY 683, liability insurance, placement in approved setting. [F,W,S]

CPSY 692 Traineeship II (3)
A continuation of CPSY 691. Counts towards the MFT/LPCC practicum requirement. Offered on a credit, no-credit basis only. Prerequisite: CPSY 691 and professional liability insurance, and placement in an approved setting. [F,W,S]

CPSY 693 Traineeship III (3)
A continuation of CPSY 692. Counts towards the MFT/LPCC practicum requirement. Offered on a credit, no-credit basis only. Prerequisite: CPSY 692. liability insurance, placement in approved setting. [F,W,S]

CPSY 697 Master's Examination in Counseling Psychology (1)
Comprehensive examination as the culminating activity in the MS in Counseling Psychology program. Offered on a credit, no-credit basis only. Prerequisites: Graduate Candidacy standing in the MS in Counseling Psychology and approval of the Program Coordinator based on satisfactory completion of curricular components. [F,W,S]

CPSY 698 Clinical Extension (3)
Additional supervised clinical experience for students requiring more than three quarters to complete the required hours for Practicum or for Traineeship. May be repeated for credit. Does not count toward requirements for the MS in Counseling Psychology. Offered on a credit, no-credit basis only. Requires approval by the sponsoring faculty member and the MS Program Coordinator. Note: CPSY 698 and 699 are not part of the 90- unit curriculum and are offered only as needed.

CPSY 699 Independent Graduate Study (1-5)
Individual supervision of counseling or investigation of an approved project leading to a written report. Offered on a credit, no-credit basis only. Requires a petition for individual study approved by the sponsoring faculty member and the MS Program Coordinator.

Lower Division

CRJU 100 Introduction to Criminal Justice (5)
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.

CRJU 150 Forensic Science (5)
This course will cover such topics as DNA testing, criminal profiling, crime scene reconstruction, and courtroom testifying skills. Prerequisite: CRJU 100 or its equivalent, or permission of instructor.

CRJU 200 Statistical Methods in Criminal Justice (5)
This course focuses on the use of statistics in operations, research and policymaking. Descriptive statistics, probability, the normal curve, linear regression, analysis of variance and other inferential statistics will be introduced and then applied to the field of criminal justice. This computer lab will be used for gaining a basic familiarity with computer-based problem-solving and data analysis. This course will provide an appropriate preparation for CRJU 250.

CRJU 210 Issues, Values, and Ethics in Criminal Justice (5)
Examination and discussion of various issues, values, and ethical dilemmas that are of major concern to criminal justice professionals. Topics to be covered include: ethics vs. morals; laws and justice; police corruption; role of judges; prosecutorial discretion-plea bargaining, role of defense attorneys, role of correctional personnel; and the morality of capital punishment. Prerequisite: CRJU 100 or its equivalent, or permission of instructor.

CRJU 250 Research Methods in Criminal Justice (5)
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 an emphasis on basic principles of research design, development of research instruments, and data collection, plus statistical analysis of data and familiarization with computer capability in criminal justice research. Prerequisite: MATH 140 or PSYC 200 with a grade of C or higher.

CRJU 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 postgraduate students, interested students should contact the department office.

Upper Division

CRJU 310 Advanced Criminal Law (5)
An analysis of the doctrines of criminal liability in the United States and the classification of crimes as against persons and property and the public welfare, with special emphasis on the definition of crime and the nature of acceptable evidence in the State of California. Case studies include prosecution and defense decision making in the criminal law process. Prerequisite: CRJU 100 or its equivalent, or permission of the instructor. **GE T3**

CRJU 325 Women and the Criminal Justice System (5)
This course considers the experience of women in their dealings with the criminal justice system from three perspectives: that of the female offender, the female crime victim, and the female employee or administrator. The course will approach these perspectives from both historical and contemporary contexts. The course examines specific types of criminality and victimization common to women as well as opportunities for women to participate in the administration of the criminal justice system as employees. The relationships between female criminality, victimization, and employment and broader social, political, and economic definitions of female deviance and conformity are addressed as well. **GRE**

CRJU 330 Race, Ethnicity, and the Criminal Justice System (5)
This course examines the criminal justice system's treatment of members of racial and ethnic groups in contemporary and historical contexts. Problems of racism, discrimination, and differential treatment experienced by members of racial and ethnic groups as accused persons, convicted offenders, and victims of crime are addressed. The course considers social, institutional, political, and economic factors that have influenced racial discrimination and bias in the criminal justice system. The course also considers measures that have been or need to be taken within the system to address the problems of past and ongoing racism. **GRE**

CRJU 340 Drugs and Crime (5)
A study of the relationship between addiction to chemical substances and crime. Topics of discussion include: history, origin, extent, and causes of substance abuse; impact of chemical substances on human behavior; substance abuse and criminal activity; societal and governmental reactions to substance abuse; and current prevention and treatment strategies of substance abuse. **GE T3**

CRJU 345 Gangs in America (5)
An extensive review of case studies and empirical investigations aimed at providing students with an understanding of the nature and extent of gang membership and gang activity in America. Provides students with a greater understanding and appreciation for the complexity of the social forces that contribute to the creation of unique subcultures across gender, race, and ethnic divisions - specifically youth gangs in America. Primary consideration is given to the influence of cultural and societal assumptions held by the general public, academics, politicians, and the criminal justice system on issues of gender, race, ethnicity, and their subsequent impact on the study of gangs in America. Topics to be covered include: definition and measurement issues, theories and risk factors for gang involvement, issues of gender, race and ethnicity, gang research and public policy, and federal, state, and local prevention and intervention strategies. **GRE**

CRJU 350 White Collar Crime (5)
This course explores the conceptual, metaphysical, and methodological issues involved in the study of white-collar crime. It begins with Sutherland's initial study and continues with contemporary research; it delves into the character, causes, and consequences of this type of crime; it explores the relationship of white collar crime and elite deviance to other types of illegal and deviant activity; it examines the response of the law and of the justice system to white collar crime; and it considers the prospects for deterring, preventing, and eliminating white collar crime.

CRJU 371 Theoretical Perspectives in Criminal Justice (5)
A systematic examination of the major criminal justice systems. Analysis of the particular theoretical frameworks which guide the police, courts, and corrections in American society. Attention is directed to the relationship between day-to-day functions of the police, courts, and corrections on the one hand and theoretical schemes on the other. Prerequisite: CRJU 100 or its equivalent, or permission of the instructor.

CRJU 376 Advanced Topics in Policing (5)
Philosophy, theory, and processes of American police agencies at the federal, state, and local level. Analysis of assumptions, policies, and practices. Discussion of strategies for implementing change in police organizations. Prerequisite: CRJU 100 or its equivalent, or permission of the instructor.

CRJU 378 Advanced Topics in Courts (5)
Philosophy, theory, and processes of American criminal adjudication at federal and state levels. Analysis of prosecution and defense strategies, with special regard to both micro and macro political factors. Discussion of proposals for reform in criminal adjudication. Prerequisite: CRJU 100 or its equivalent, or permission of the instructor.

CRJU 379 Advanced Topics in Corrections (5)
Philosophy, theory, and the processes of American correctional institutions at federal, state, and local level. Analysis of assumptions, policies, and practices. Discussion of strategies for implementing change in correctional institutions. Prerequisite: CRJU 100 or its equivalent, or permission of the instructor.

CRJU 380 Advanced Topics in Juvenile Justice (5)
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. **GE T3**

CRJU 420 Criminal Justice Policymaking (5)
This course examines how governmental bodies-the legislature, administrative agencies, and courts-make criminal justice policy and how affected agencies and officials implement and assess these policies. Students will apply their learning of policymaking bodies and processes, implementation, and assessment to problems such as prison crowding and the handling of serious chronic juvenile offenders. Prerequisite: CRJU 100 or its equivalent, or permission of instructor.

CRJU 430 Victims and the Criminal Justice System (5)
An examination of the relationship between victims of crime and the criminal justice system. Primary consideration is given to cultural and societal assumptions about gender, race, class, ethnicity, and sexual orientation prevalent throughout the study of victimology. Special emphasis will be placed upon such topics as the characteristics of crime victims, patterns of crime reporting and non-reporting, the treatment of crime victims by the various components of the criminal justice system, victim assistance programs, victim compensation, and victims' rights laws. Prerequisite: CRJU 100 or its equivalent, or permission of instructor. **GRE**

CRJU 440 Terrorism (5)
An overview of terrorism and its impact on the United States. The course will focus on defining terrorism from various criminological perspectives with a focus on social, political and economic ramifications caused by terrorist-like activities. Students will be provided a working knowledge of typologies of terrorists, the causes of terrorist violence and the responses to terrorism. An emphasis will be placed on examining and critically analyzing "home grown" terrorists as well international groups. The role of the media will be discussed in terms of how different media venues impact the public's perception of terrorism. Students will profile national, transnational and domestic terrorists and members of extremist groups. In addition, cyber terrorism, eco-terrorism and bio-terrorism will be examined. Students will analyze counter terrorism policing efforts domestically and internationally.

CRJU 477 Selected Topics in Criminal Justice (1-5)
Offered periodically as announced. May be repeated for different course content.

CRJU 480 Directed Research in Criminal Justice (1-5)
This course will be available to students who demonstrate excellence in their academic studies and are interested in pursuing original research and scholarship beyond the opportunities provided by CRJU 250. Under faculty supervision, each student enrolled in the course would undertake an original individual research project. Consent of the instructor who will be supervising the research and approval of the chair of the Department of Criminal Justice are required.

CRJU 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 postgraduate students. Interested students should contact the department office.

CRJU 490 Senior Seminar in Criminal Justice (6)
Consideration of the nature of criminal justice and its relationship to other fields of study, with integration of material from other courses. Prerequisite: completion of, or concurrent enrollment in, other courses required to complete the major and the minor, or permission of instructor.

CRJU 494 Profiling Violence (5)
This course will present the techniques necessary to develop a complete socio-psychological profile regarding various types of violent behavior. The rationale for psychological profiling, the analysis of violent crime scenes, and the role of criminological theories in the formulation of psychological profiles will be examined. Using intriguing case studies and telling illustrations, the complexity of the violent personality will be presented while maintaining a scientific focus and approach. The course will profile several violent crimes including: mass murders, serial murders, satanic rituals and cults, arson, rape pedophilia, domestic assault, and others. **GE T3**

CRJU 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.

CRJU 497 Cooperative Education (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.

CRJU 499 Individual Study (1-5)
Individual projects or directed reading for students qualified to carry on independent work. Prerequisite: Permission of department chair.

Lower Division

CSUB 101 Roadrunner RUSH-A Seminar (2)
This seminar introduces first-time freshman students to important issues for academic and career success at CSUB, including, but not limited to, managing time and money, learning how to learn, reading/listening/taking notes, thinking logically and critically, communicating effectively, taking exams/writing papers, avoiding violations of academic integrity, growing personally and interpersonally, living healthy, and exploring majors and careers. **FYE**

CSUB 103 Roadrunner Passion to Learn (2)
Faculty shares their passion to learn about a specific subject/topic with students. Each seminar course is unique reflecting the engagement of the faculty in a search for information about their interests. In this course, students and faculty will collaborate to identify resources and develop skills needed so they can find answers to their inquiry. The goal is for students to develop an understanding of how academic experiences can be applied to a variety of contexts. This transfer of knowledge and skills encourages personal development and lifelong learning. Students should review the topics and select the course that is of interest to them. This course meets concurrently with CSUB 303.

CSUB 105 Roadrunner Ambassadors (2)
This activities-based course provides an opportunity for first-time freshman students to apply their knowledge from CSUB 101 and 103 by learning to become a "student ambassador" for the university. Roadrunner ambassadors will assist university programs in outreach, recruitment, peer advising, peer mentoring, and any other activity that enhances the learning experience of CSUB students. This course meets concurrently with CSUB 305.

Upper Division

CSUB 301 Roadrunner RUSH-A Seminar (2)
This seminar introduces new transfer and re-entry students to important issues for academic and career success at CSUB, including, but not limited to, managing time and money, learning how to learn, reading/listening/taking notes, thinking logically and critically, communicating effectively, taking exams/writing papers, avoiding violations of academic integrity, growing personally and interpersonally, living healthy, and exploring majors and careers.

CSUB 303 Roadrunner Passion to Learn (2)
This seminar introduces new transfer and re-entry students to a faculty's passion to learn through inquiry about a specific subject/topic. Each seminar course is unique reflecting the engagement of the faculty in a search for information about their interests. In this course, students and faculty will collaborate to identify resources and develop skills needed so they can find answers to their inquiry. The goal is for students to develop an understanding of how academic experiences can be applied to a variety of contexts. This transfer of knowledge and skills encourages personal development and lifelong learning. Students should review the topics and select the course that is of interest to them. This course meets concurrently with CSUB 103.

CSUB 305 Roadrunner Ambassadors (2)
This activities-based course provide an opportunity for new transfer and re-entry students to apply their knowledge from CSUB 301 and 303 by learning to become a "student ambassador" for the university. Roadrunner ambassadors will assist university programs in outreach, recruitment, peer advising, peer mentoring, and any other activity that enhances the learning experience of CSUB students. This course meets concurrently with CSUB 105.

Lower Division

ECON 100 Economic Way of Thinking (5)
Introduction to economic analysis. Topics covered include microeconomic theory and application and macroeconomic theory and policy. Also, an in-depth study of into selected topics and current events. **GE D2**

ECON 105 Personal Economics (5)
This course covers personal economic and financial planning problems that individuals and families encounter during the course of their lives. Topics include saving and investment decisions, insurance needs, income taxation, job opportunity analysis, current economic conditions, portfolio and credit management, and retirement planning. This activity-oriented course will incorporate simulations of the Stock Market. **GE D2**

ECON 201 Essentials of Microeconomics (5)
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. **GE D2**

ECON 202 Essentials of Macroeconomics (5)
Theories of income, employment, and price level. Introduction to balance of payments accounts and adjustments and exchange rate determination. Monetary and fiscal stabilization policies. Emphasis on tools of economic thinking and the historical development of these tools. **GE D2**

ECON 210 Analyzing Economic Data (2)
This course familiarizes students with the major information and data sources used to monitor economic trends at the international, national, regional, industry, and occupational levels. Students will locate and download data from important sources and utilize spreadsheets to organize and analyze the data, charts trends, and concisely summarize findings.

ECON 220 Quantitative Tools for Business and Economists (5)
This course introduces and applies quantitative tools within economic contexts. Functional representations of economic properties (e.g., linearity, rates of growth and decay, continuous compounding and annualized growth rates, saturation thresholds, elasticity, marginal relationships, returns to scale) and economic interpretations of functional parameters. Geometric series (e.g., financial formulas, spending and money supply multipliers). Matrix methods (e.g., modeling simultaneous systems of endogenous variables, structural and reduced form coefficients, input-output methods, demographic forecasting). Differential calculus (e.g., profit maximization and cost minimization, constrained optimization and shadow prices, inventory and money demand models, curve fitting and least squares estimation). Prerequisite: MATH 85 or satisfaction of ELM requirement.

ECON 277 Contemporary Economic Issues (5)
An overview of the essentials of business economics. Topics include the economic way of thinking, market mechanism, money and banking, stabilization policy, market structure, economic role of government, human resource and operations management, human capital investment, international trade, marketing and business development, and social responsibility of business enterprises.

ECON 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 postgraduate students. Interested students should contact the department office.

Upper Division

ECON 301 Microeconomic Theory and Applications (5)
Theory construction and application in the areas of consumer choice and demand, production and cost, competitive markets, general equilibrium, and welfare economics. "C-" or better required for the major. Prerequisite: ECON 201.

ECON 302 Macroeconomic Theory and Policy (5)
Short run fluctuations and long run fundamentals for macroeconomic variables such as GDP and its components, the unemployment rate, the price level and inflation rate, interest rates and the yield curve, exchange rates and the trade balance, the government debt-to-GDP ratio, potential output, and real growth. Case studies, data collection and analysis, and monitoring of economic indicators and Federal Open Market Committee policies are integrated. "C-" or better required for the major. Prerequisite: ECON 202.

ECON 310 Economics of Health and Health Care (5)
Demand and supply of health care services and methods of financing health care expenditures. Topics include health care production, asymmetric information, demographic trends, medical insurance industry, government insurance programs, medical risk and liability, health care reform, and comparative health care systems. Prerequisite: Areas A, B4, and D, one economics course or permission of instructor. **GE T3**

ECON 311 The Pacific Rim Economies (5)
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. Prerequisite: Areas A, B4, and D. Recommended: one economics course or permission of instructor. **GE T3**

ECON 320 Introduction to Geographic Information Systems (5)
An introduction to the basic principles of Geographic Information Systems (GIS) with applications to a variety of problems using established data sources. The course includes fundamental principles of cartographic design and communication. Students are expected to become proficient users of GIS Software package. Lab sessions cover step-by-step GIS practice in the real world, including working with private or public domain data, importing data into GIS, creating a GIS database, performing spatial analysis with tools, building GIS models, and presenting results. Prerequisite: ECON 210 or MIS 200A or equivalent. Cross listed with MIS 320

ECON 341 Globalization and Development (5)
This course uses a case study approach to the study of globalization and growth. It uses an applied empirical approach to learning about macroeconomic management, economic development, international trade, and the cross border flows of goods and services and capital. Economic activities such as trade, investments in equities and debt, tourism, development of intellectual property, and financial transactions, have become internationalized. This is the current context in which businesses must operate. Students learn how to conduct an assessment of international environments and political-economic strategies deployed in major world regions. They perform a "country analysis", which allows them to draw conclusions about market growth, labor costs, inflation and exchange rate stability, direct investment opportunities, etc. Prerequisite: ECON 202 (or equivalent) or permission of instructor.

ECON 343 Economics of Immigration Policy (5)
The economic effects if various immigration policies, their impact on labor markets, as well as their relationship to national security are explored. The focus is on understanding and analyzing immigration policy, as well as their consequences on society and the economy. This course will also consider immigration policy development. Prerequisite: ECON 201 or 202 (or equivalent) or permission of instructor.

ECON 370 Environmental Economics (5)
Topics to include: static and dynamic efficiency and market failure; economic analysis of air, water, solid waste, and toxic policies; energy and the environment; benefit-cost policy analysis and case studies; tort and insurance issues; incentive-based regulations; monitoring and enforcement issues; risk assessment, management, and communication; global issues and agreements. Prerequisite: Areas A, B4, and D; one economics course or permission of instructor. **GE T3**

ECON 371 Economics of Agriculture and Natural Resources (5)
Economic policy analysis of agriculture and natural resources with emphasis on California agriculture. Topics include the structure and organization of U.S.'s agriculture and food system, specifically the operation, financing, linkages, and functions of its components; the economic aspects of a wide range of environmental issues including air and water pollution, optimal forest and fisheries management; recycling; cost-benefit policy analysis case studies; and international issues. Cross listed with AGBS 371. Prerequisite: ECON 201.

ECON 372 Agricultural Trade Policy (5)
An introduction to practical considerations of agricultural trade and trade policy analysis. Emphasis is placed on concepts of agricultural trade, analysis of trade policies of major trading partners and the export/import marketing of agricultural products. Also the interdependencies between the world's food, populations and equitability/poverty problems and possible solutions are explored. Cross listed with AGBS 372. Prerequisite: ECON 201.

ECON 373 Agricultural Finance (5)
The objective of this course is to provide students with the tools necessary to evaluate and manage risk in the agricultural industry. This course provides an introduction to the economic theory, organization, and operating principles of agricultural commodity futures markets in the U.S. Emphasis is placed on speculating, hedging, and investing in agricultural commodity futures contracts from the standpoint of the agribusiness entrepreneur. Capital theory is also visited. Cross listed with AGBS 373. Prerequisites: ECON 201, MATH 140; ECON 220 or equivalent; or permission of instructor.

ECON 377 Current Economic Issues (1-5)
Study of a current economic and social issue such as education, health care, taxation, social security, poverty and income distribution, public debt, international trade, or national security. May be repeated for different course content. Prerequisite: ECON 201 or 202 or permission of instructor.

ECON 380 Gender and Diversity in Workplace (5)
Development of topics in labor economics from the perspectives of gender studies and diversity. Considerations of both national trends and international comparisons. Topics include household production and time allocation, labor force participation, human capital accumulation, regional mobility, and occupational choices, wage differentials, discrimination, and poverty. Prerequisite: Any introductory course in social and behavioral sciences or permission of instructor**. GRE**

ECON 381 Race, Gender and Prosperity in America (5)
Investigation of reasons for economic success and failures of minority members within our economy. This course will start with the main economic tools necessary for policy analysis, move on to economic status, causes and cures, and finish with discrimination. Social policies will be examined including but not restricted to equal employment opportunity and equality of income for Women, Hispanics, and African Americans. Prerequisite: Any introductory course in social and behavioral sciences or permission of instructor. **GRE**

ECON 388 Economics Book Club for Juniors (1)
This course nurtures lifelong learning by introducing students to the blogs and recent best sellers authored by leading economists for the general public. One book will be chosen to be read, analyzed and discussed. The course is taught in hybrid mode with a "book club" discussion toward the end of the course preceded during the quarter by several online assignments. Economics majors should enroll during their junior year. Offered on a credit, no-credit basis only.

ECON 395 Economic Geography (5)
This course involves an examination of the spatial organization of economic activities. Topics include population dynamics and migration, natural resources and location, transportation and communication networks, agriculture and rural land use, urban land use, city location and urban hierarchies, industrial location, world economic regions, and international trade and investment patterns. Course also includes an introduction to Geographic Information Systems (GIS). Cross-listed with GEOG 395 under "Interdisciplinary Courses").

ECON 404 Law and Economics (5)
Law and economics involves a historical survey of the application of economic principles to the law and the contemporary use of economic principles to analyze the structure and effects of property, contract and tort law. Students engage in legal research using Lexis/Nexis in order to analyze the economic content of specific cases. The implications of the economic analysis of law for important policy issues are explained. Prerequisite: ECON 201 or permission of instructor.

ECON 410 International Economic Development (5)
Analysis of major economic impediments to Third World development. Topics include: the structural changes accompanying development, theories of development, impediments to development, role of the international sector, and government policy. Prerequisite: Areas A, B4, and D; one economics course, or permission of instructor**. GE T3**

ECON 420 Econometrics (5)
A study of the essentials of econometric theory with computer-based applications. This course will enable students to construct empirical models, collect data, apply appropriate estimation techniques, and interpret the estimation results for decision making. "C-" or better required for the major. Prerequisite: MATH 140.

ECON 430 Money and Banking (5)
A 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: ECON 202

ECON 440 International Economics (5)
Theory and policy analysis pertaining to world payments systems, open economy macro-economics, international trade, multinational enterprises and direct foreign investment, and the international migration of labor. Prerequisite: One economics course or permission of instructor.

ECON 441 Financial Economics (5)
This course develops the main arguments in financial theory from an explicitly economic perspective. Financial economics involves the examination of the roles of time, uncertainty and information in economic transactions. This course analyzes financial institutions from a perspective of information theory. We consider the theories of decision-making under uncertainty and asymmetric information. Prerequisite: ECON 201 (or equivalent) or permission of instructor.

ECON 451 Managerial Economics (5)
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: ECON 201, ECON 220 or equivalent; MATH 140; or permission of instructor.

ECON 453 Engineering Economics (4)
An overview of the economic methods used to evaluate projects and real assets. Topics include financial math; investment criteria (present worth, annual equivalent worth, rate of return analysis); evaluating mutually exclusive alternatives; relative price movements and inflation; risk and uncertainty; cost minimization techniques such as equipment replacement analysis and cost-effectiveness analysis; after-tax analysis; project financing and capital constraints; and benefit-cost and cost-effectiveness methods. Prerequisite: Area B4 (MATH).

ECON 460 Financial Institutions Management (5)
An introduction to the operation, structure, and regulatory environment of the U.S. financial system. Special attention given to the theories of interest rate determination, financial risk management, and asset/liability management in depository and non-depository institutions. The course also investigates e-Business and changes in commercial banking, non-bank financial institutions and financial markets. Computer models and cases are used to show real-world applications. Cross-listed in Economics and Finance. Prerequisite: FIN 300 or ECON 302.

ECON 465 Industrial Organization (5)
Theoretical and empirical aspects of oligopoly theory. Price and non-price competition. The structure, conduct, and performance of selected American industries. Considerations of both antitrust policy and managerial perspectives. Prerequisite: ECON 201 or permission of instructor.

ECON 470 Economics of the Public Sector (5)
Economic theories relating to market efficiency and failure, public expenditure, taxation, and political and bureaucratic behavior. Examination of programs and policies in areas such as health care, technology, social insurance, welfare and income redistribution, child care and education, and transportation. Examination of the tax system, fiscal federalism, and state and local government revenue and expenditure patterns. Online information resources are used to locate and assess policy analyses and analyze expenditures and revenues for all levels of government. Cross-listed in Economics and Public Policy and Administration. Prerequisite: ECON 201 or 202.

ECON 475 Energy Economics and Policy (5)
Role of energy in economic development; economic analysis of energy industries (fossil fuels, renewables, electricity and nuclear energy, and refineries and transportation). The geography and geopolitics of energy markets; policies relating to taxation and rate regulation, environmental quality and global warming, research and development, conservation, and national security. Prerequisite: ECON 201 or permission of instructor.

ECON 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.

ECON 480 Human Resource Economics (5)
A study of labor force participation, labor demand, education and training, wage differentials, regional and occupational mobility, labor unions, and discrimination, poverty, and income distribution. Prerequisite: ECON 201 or permission of instructor.

ECON 488 Economics Book Club for Seniors (1)
This course nurtures lifelong learning by introducing students to the blogs and recent best sellers authored by leading economists for the general public. One book will be chosen to be read, analyzed and discussed. The course is taught in hybrid mode with a "book club" discussion toward the end of the course preceded during the quarter by several online assignments. Economics majors should enroll during their senior year. Offered on a credit, no-credit basis only.

ECON 490 Senior Project (4)
Student proposes and conducts an independent research project under the supervision of a faculty member and presents the findings. Equivalent to ECON 490A and ECON 490B. "C-" or better required for the major. Prerequisite: ECON 301, 302, 420 and senior standing.

ECON 490A Senior Project I (1)
Student proposes an independent research project, completes a literature search, and prepares a bibliography. Prerequisite: ECON 301. Co-requisite or Prerequisite: ECON 302 and 420 and senior standing.

ECON 490B Senior Project II (3)
Student carries out an approved research project and presents the findings. "C-" or better required for the major. Prerequisite: ECON 301, 302, 420, and 490A and senior standing.

ECON 493 Regional Economics Workshop I (2)
A study of Kern County as an economic region, introducing regional economic concepts and methods of regional analysis. Regional economic databases will be updated and analyzed for economic trends (e.g., demographics, gross metro product, personal income, basic industries, labor markets, taxable sales, tax revenues and government expenditures). Both ECON 493 and 494 must be completed to receive credit for an elective in the major. Prerequisite: ECON 202.

ECON 494 Regional Economics Workshop II (3)
A continuation of ECON 493. Application of economic base, input-output, and linear regression models to analyzing Kern County's economy. Both ECON 493 and 494 must be completed to receive credit for an elective in the major. Prerequisites: ECON 202 and 493.

ECON 495 Urban and Regional Economics (5)
A study of economic theories of urban and regional development. Topics selected from: economic base and industry composition analysis; location of economic activity; principles of urban economic development, housing, transportation, poverty and unemployment and municipal finance; Census and other socioeconomic data; analysis of economic forces which influence spatial patterns and the relationship between spatial patterns, public services, land use planning and land use control processes. Prerequisite: ECON 201 or 395 or permission of instructor.

ECON 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.

ECON 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.

ECON 499 Individual Study (1-5)
Consent of department for the offering of independent studies.

Graduate Courses

ECON 510 Economic Issues in Health and Health Care (4)
Study of health issues using the economic perspective. Topics include lifestyle choices and health outcomes, technology and demand, health insurance, labor markets in the health professions, role of government in health care markets, role of nonprofits, international comparisons of health care systems, and reform proposals.

ECON 661 Managerial Economics (4)
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.

ECON 677 Selected Topics (1-4)
Special topic courses provide each 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.

ECON 680 Labor Economics (4)
This course covers topics in labor economics including dynamic theories of labor supply, employment, and unemployment; labor supply in a household framework; and labor market activity and income distribution. It explores both theoretical models and empirical tests in each area. Prerequisites: ECON 602.

ECON 699 Individual Graduate Study (1-4)
This is an investigation of an approved project leading to a written report. The project is selected in conference with a professor in an area of major interest; regular meetings are to be arranged with professor.

EDUCATIONAL ADMINISTRATION

Graduate Courses

EDAD 515 Administration and Supervision of Special Education (3)
This course includes intensive study of the organization, administration and supervision of education programs for exceptional children. Included are curriculum, legal relations, budgeting and financing, attendance reporting, facilities planning referral and the use of community agencies in addition to surveying of local, state, regional and national trends and issues.

EDAD 572 Legal Aspects of Education (3)
This course focuses on the laws of public education, examined from the point of view of implications for the profession and considers legal responsibilities and duties, powers and liabilities of teachers and administrators.

EDAD 573 Financing Public School Districts (3)
This course provides a systematic examination of such basic concerns as sources of public school revenues, patterns and problems of distribution, budgeting, PPBS programs, effects of technology, and management and accounting.

EDAD 576 School Personnel Management (3)
Policy formation for personnel practices, techniques of organizing for personnel selection and evaluation, and legal and theoretical aspects of the negotiation process are the focus of this course.

EDAD 580 Administrative Internship I (2)
Supervised internship for students serving in positions requiring an administrative credential. Includes reflective exercises, related readings, experiences in articulation between school levels, experience in target areas of school leadership. Prerequisites: Admission to the program, consent of coordinator and advisor, and commitment from district.

EDAD 581 Administrative Internship II (2)

EDAD 582 Administrative Internship III (2)

EDAD 583 Administrative Internship IV (2)

EDAD 584 Administrative Internship V (2)

EDAD 585 Administrative Internship VI (2)

EDAD 600 Administrative Induction (3)
This course is taken upon employment as an administrator. The candidate will learn approaches to professional self-assessment and develop a plan for meeting the Professional Clear Administrative Services Credential requirements. The plan will be based upon multiple assessments of the candidate's competence, interests and career goals and will be developed in consultation with the employing school district and the candidate's university faculty advisor. The plan will include individualized induction components, identification of a local mentor and a description of district support services available to the candidate (new administrator). Also included will be a plan for completing academic course work and other professional growth activities which address the following themes: organizational and cultural environment, dynamics of strategic issues management, ethical and reflective leadership, analysis and development of public policy, management of information systems and human and fiscal resources.

EDAD 610 Visionary Leadership (5)
This course prepares Candidates to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the diverse urban school community. Coursework and fieldwork focus on the development of strategic capacity and vision through collecting data, constructing profiles, aligning resources to support the vision, developing a strategic plan to implement the vision in a multicultural setting. Students will be able to apply research findings to address diverse learning styles. Concurrent enrollment EDAD 671 and 681 is required.

EDAD 611 Executive Liberal Arts Seminar (3)
This is an elective course that approaches educational administration from a broad liberal arts perspective. It examines the ideals of a liberal education and explores what insights administrators can gain from the arts and sciences, such as mathematics (e.g., modeling), the social sciences (e.g., survey research), the arts (e.g., aesthetic sensitivities) and technology (e.g., educational programming).

EDAD 620 Instructional Leadership (5)
This course addresses the candidate's knowledge of California student academic content and curriculum standards, research-based instructional and assessment practices, and the candidate's ability to assess classroom instruction and provide focused, constructive feedback to teachers. The program develops candidates' knowledge of how to integrate creativity, collaboration, communication and critical thinking skills with the content standards. This course provides multiple opportunities for each candidate to learn, practice, and reflect on instructional leadership as further defined in the course materials and the adopted Content Expectations and Performance Expectations. Concurrent enrollment in EDAD 671 and 681 is required.

EDAD 630 Management and Learning Environment (5)
This course provides an opportunity for the candidate to learn how to ensure the management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Included is the study and application of organizational theory that reflects effective leadership and management concepts and strategies that contribute to student achievement and the professional participation of all adults in the school community. More specifically, this course is designed to prepare students to administer and manage public school's fiscal and personnel resources in the urban setting. Students will study management principles and philosophies regarding resource management, including technological services, personnel, transportation, facilities, budgeting, maintenance, and legal mandates and constraints. Additionally, students will study the interconnecting influences of federal, state, county, city, and district governance to develop the ability to understand, respond to, and influence the larger managerial and operational problems of urban schools and leadership that can positively affect academic achievement. The candidate will also practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the diverse urban school community. Finally, the candidate will learn how to view himself or herself as a leader of a team and as a member of a team by engaging in course work and activities that provide opportunities to find solutions for the fiscal realities facing urban public schools. Concurrent enrollment in EDAD 672 and 682 is required.

EDAD 640 Family and Community Engagement (5)
This course prepares students to work effectively as collaborative and responsive leaders with diverse families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to multicultural community interests and needs; and mobilize community resources in the service of student achievement. In this regard, through coursework and fieldwork, students will examine and evaluate issues of equity and attitudes toward people of different races, cultures, sexual-orientation and ethnic backgrounds. Students will be able to be effective instructional leaders of all diverse students in multicultural settings. Coursework and fieldwork will focus on improving student achievement regardless of family structures, religions, races, cultures, socio-economic status and ethnic backgrounds. Concurrent enrollment in EDAD 672 and 682 is required.

EDAD 650 Ethics and Integrity (5)
This course prepares candidates to practice and model a personal code of ethics that models personal, professional growth and renewal. Students will practice professional leadership capacity and build on human capacity, including shared data gathering, decision-making, problem-solving and conflict management that fosters these skills in others. Candidates will examine site and district responsibilities with regard to students with special needs as well as gifted and talented students. Students will learn to effectively act as a spokesperson for the school to the extended school community. Through coursework and fieldwork, candidates will have multiple opportunities to model personal and professional ethics, integrity, justice, and fairness. Candidates will receive feedback from the program and their peers; reflect on personal leadership beliefs and practices, and recognize their influence on the performance of others. Candidates will begin to develop mechanisms for sustaining personal motivation, commitment, energy and health by learning to balance professional and personal responsibilities. Concurrent enrollment in EDAD 673 and 683 is required.

EDAD 660 External Context and Policy (5)
This Preliminary Administrative Services Credential course is designed to prepare candidates to administer political, societal, economic, legal and cultural influences on urban and diverse schools. Through these interconnections, the candidate will develop the ability to understand, respond to, and influence the larger political, social, economic, legal and cultural context of urban schools and leadership. The candidate will practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the diverse urban school community. The candidate will also learn how to view himself or herself as a leader of a team and as a member of a team by engaging in course work and activities that provide opportunities to both lead and work collaboratively by interconnecting the political, societal, economic, legal and cultural influences on urban schools. Concurrent enrollment in EDAD 673 and 683 is required.

EDAD 671 Leadership Development I (3)
Candidates will assess, create, implement and evaluate an induction plan designed to meet their needs as instructional leaders. The induction plan includes assessment of the candidate's professional development needs, interests, job responsibilities, learning and management styles, leadership dispositions, and career goals. Students will determine their progress in relationship to the California Professional Standards for Educational Leaders (CPSEL) the CPSEL Content Expectation (CACEs), and the CPSEL Performance Expectations (CAPEs). Using the pre-assessments and analysis of standards, students will design their individual plans to become school leaders including fieldwork components. Students will participate in seminars, case study analysis and other types of activities that will help them implement their induction plan's goals. A post-assessment and reflection will evaluate the growth of each individual. Concurrent enrollment in EDAD 610, 620, and 681 is required.

EDAD 672 Leadership Development II (3)
A continuation of EDAD 671. In this course candidates assess, create, implement and evaluate an induction plan designed to meet their needs as instructional leaders. The induction plan includes assessment of the candidate's professional development needs, interests, job responsibilities, learning and management styles, leadership dispositions, and career goals. Students will determine their progress in relationship to the California Professional Standards for Educational Leaders (CPSEL) the CPSEL Content Expectation (CACEs), and the CPSEL Performance Expectations (CAPEs). Using the pre-assessments and analysis of standards, students will design their individual plans to become urban school leaders including fieldwork components. Students will participate in seminars, case study analysis and other types of activities that will help them implement their induction plan goals. A post-assessment and reflection will evaluate the growth of each individual. Prerequisite: EDAD 671. Concurrent enrollment in EDAD 630, 640, and 682 is required.

EDAD 673 Leadership Development III (3)
A continuation of EDAD 672. In this course candidates assess, create, implement and evaluate an induction plan designed to meet their needs as instructional leaders. The induction plan includes assessment of the candidate's professional development needs, interests, job responsibilities, learning and management styles, leadership dispositions, and career goals. Students will determine their progress in relationship to the California Professional Standards for Educational Leaders (CPSEL) the CPSEL Content Expectation (CACEs), and the CPSEL Performance Expectations (CAPEs). Using the pre-assessments and analysis of standards, students will design their individual plans to become urban school leaders including fieldwork components. Students will participate in seminars, case study analysis and other types of activities that will help them implement their induction plan goals. A post-assessment and reflection will evaluate the growth of each individual. Prerequisite: EDAD 672. Concurrent enrollment in EDAD 650, 660, and 683 is required.

EDAD 674 Supervision of Instruction (3)
Historical development and trends of supervision in an educational setting are addressed in addition to current practices and leadership behaviors necessary for the improvement of instruction, staff development and the evaluation of teaching-learning effectiveness.

EDAD 675 Supervision of Curriculum (3)
This course focuses on the 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 the evaluation and improvement of the curriculum.

EDAD 677 The Role of the Principal (3)
A study of the theoretical concepts of human organizational behavior in educational institutions and the communication and planning processes involved in the management system is the basis for this course.

EDAD 679 School-Community Relations (3)
This course studies the influence of the formal and informal structures of communications systems in communities, the nature of communities and the contributions of cultures. **Note:** The courses that follow are basic courses leading to the Professional Administrative Services Credential.

EDAD 680 Theory and Planning in Complex Organizations (3)
A policy level analysis of theory and application related to all phases of theory on complex organizations is presented. Strategy related to long-term, short-term and strategic planning to relate theory to practice is also emphasized.

EDAD 681 Instructional Leadership (3)
Elements of instructional leadership, particularly those at the district-wide level will be emphasized. Elements that will be included will be a means by which state priorities such as new curriculum standards or changing college and university entrance requirements are implemented and their implications for school/district policy decisions.

EDAD 682 Management and Development of Human Resources (3)
Effective use of human resources and long-range planning relating to recruitment and development at the school/district level will be emphasized. Programs for developing district management personnel as well as school level personnel will be explored.

EDAD 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 regarding school level policy decisions. Activities relating to school/district intervention at the state policy level will also be investigated.

EDAD 684 Fiscal Policy Planning and Management (3)
Analysis of raising and allocating resources is the focus of this course. Resources forecasting and allocation planning for human resources as well as materials, equipment and building will be analyzed.

EDAD 685 Managing and Policy in Multicultural 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. **Note:** The following are all fieldwork experiences for the Professional Administrative Services Credential only.

EDAD 686 Field Work in Educational Administration I (3)
Field experiences are developed in consultation with the candidate, field supervisor and university advisor. The emphasis of the field work experience for the Professional Administrative Services Credential will be assuring that the candidate has a series of policy level administrative experiences in order to provide understanding of the decision-making processes relating to the important legislative issues at the local, county, state and national levels.

EDAD 687 Field Work in Educational Administration II (3)

EDAD 688 Field Work in Educational Administration III (3)

EDAD 689 Field Work in Educational Administration IV (3)

EDAD 690 Master's Thesis in Education (2-5)
A carefully designed review of the research literature and finding of a selected field of interest in education leading to a novel synthesis of original insights as contributions to graduate scholarship in the purpose of the thesis. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

EDAD 691 Master's Project in Education (2-5)
The project involves the 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 equivalent. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

EDAD 692 Administrative Assessment (3)
This experience is taken at the end of the Professional Administrative Services Credential program to assess the completion of the induction plan. Successful completion will be determined as a collaborative effort involving the candidate, the employing school district and the university faculty advisor.

EDAD 693 Field Work in Educational Administration I (3)
This experience involves directed fieldwork in administration of schools and includes supervised project, assigned readings and written reports. Prerequisite: Permission of instructor.

EDAD 694 Field Work in Educational Administration II (3)

EDAD 698 Culminating Examination in Educational Administration (3)
This examination involves an in-depth study of educational administration. Prerequisites: Successful completion of 39 quarter units in the concentration and core requirements, EDCA 693, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

EDAD 699 Individual Graduate Study in Educational Administration (1-5)

BILINGUAL/MULTICULTURAL EDUCATION

Upper Division

EDBI 475 Introduction to Multicultural Education (3)
This course introduces pre-credential students to cultural and linguistic experiences vital to their educational and personal success in teaching. This includes a variety of factors that affect the education of children and youth, such as culture, socioeconomics, race, ethnicity, gender, and special needs. It examines diverse concepts, including cultural pluralism vs. assimilation and multicultural vs. monocultural education. Students analyze several methods of instruction designed to create successful personal and academic performance of minority (linguistic or ethnic) and non-minority students within multicultural classroom settings. **GRE**

EDBI 476 Introduction to Language Acquisition and Development (3)
This course provides an introduction to theories and principles of second language acquisition, factors that affect language acquisition, instructional approaches, bilingual education, language and content assessment, and cultural factors. It includes a comparison of traditional and contemporary approaches to teaching English as a Second Language (ESL). The two major ESL contemporary approaches of English language development (ELD) and specially designed academic instruction in English (SDAIE) are emphasized. The course focus is on creating the most successful ESL classroom instructional climate in order to fully meet the needs of linguistic minority learners from various linguistic backgrounds.

EDBI 478 Introduction to Teaching English as a Second Language (ESL/ELD) (3)
This course reviews and applies theories of second language acquisition and development. It focuses on the practice of ESL methods and materials for the classroom. The course provides teacher candidates with the methodology elements to meet CCTC Domain II-ESL methodology. This course builds on EDBI 475 which meets CCTC Domain III-Cultural Diversity and EDBI 476 which meets CCTC Domain I-Language Acquisition). EDBI 477 moves from a review of the pedagogy for second language acquisition to an analysis of California State EL demographics, to investigating and comprehending

the ELD and ELA State Standards, to exposure of various ESL strategies (including ELD and SDAIE), to observing ESL lessons which address the State Standards, and finally to designing their own ESL lessons, appropriate for the grade level and content area candidates expect to teach in. Critiques and self-reflection with be critical components throughout this course.

Graduate Courses

EDBI 503 Teaching Reading in Bilingual/Multicultural Settings (5)
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. All instruction and learning is conducted bilingual (Spanish and English). Prerequisite: 30% on Spanish pre-test.

EDBI 504 Bilingual/Multicultural Methods in the Language Arts (5)
This course consists of language arts curriculum and methods for use with bilingual and monolingual students within multicultural classroom settings (K-12). Several approaches including whole language approaches that incorporate the students' linguistic and cultural experiences will be emphasized for the Spanish and English language arts.

EDBI 505 Multicultural Education (5)
This experience is designed to provide a comprehensive understanding and application of the dynamics of language and culture and its importance to the educational, social and personal needs of students within multicultural classroom climates. Models and approaches that focus on the language cultural dynamics found within successful classrooms will be provided. Students will conduct group presentations on cultural experiences and develop multicultural teaching units.

EDBI 506 Bilingual/Multicultural Teaching Strategies (5)
Instructional theories and strategies appropriate for multicultural classrooms are thoroughly examined. The course is designed to assist the actively involved teacher in enhancing her/his teaching repertoire within all classroom settings and climates, with a variety of subject matter content and with all students-bilingual and monolingual.

EDBI 524 Techniques and Methods of Teaching English as a Second Language (5)
Advanced methods, techniques and skills necessary for teachers at the elementary, secondary and adult levels to promote culturally-sensitive second language instruction and development with a variety of subject matter is 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. Prerequisite: EDBI 476.

EDBI 543 Practicum in an English as a Second Language Classroom (5)
This course serves as the field work for EDBI 524 and includes written and oral articulation, lesson plans for ELD and SDAIE, supervised classroom teaching, and related experiences with seminars and conferences arranged by a University Supervisor. Credit, No Credit basis. Prerequisites: EDBI 476 and 524.

EDBI 564 Research and Evaluation in Bilingual/ Multicultural Education (5)
Intensive study, analysis and synthesis of classic and recent qualitative and quantitative research studies on language and culture as well as program evaluations within school settings compose the content of this course. Prerequisites: EDRS 680 and 681, EDBI 476 and 524.

EDBI 635 Curriculum Development for Bilingual/ Bicultural and Multicultural Education (5)
This course provides guided curriculum development for bilingual/multicultural education which includes curriculum development principles and curricular strategies, as well as adaptation strategies for curriculum materials to be used with language and cultural minority students in a variety of classroom climates. Prerequisites: EDBI 476 and 524.

EDBI 636 Seminar in Bilingual/Multicultural Education (5)
This experience is an in-depth review of current research, trends, issues, programs and other areas related to bilingual/ multicultural education. Topics of discussion will vary. Prerequisite: Permission of instructor.

EDBI 690 Master's Thesis in Education (1-5)

EDBI 691 Master's Project in Education (1-5)

EDBI 692 Master's Examination in Education (1-5)

EDBI 699 Individual Graduate Study in Bilingual Education (1-5)

CURRICULUM AND INSTRUCTION

Graduate Courses

EDCI 511 Advanced Educational Psychology and Learning Theory (3)
This course emphasizes advanced educational psychology and recent significant contributions in research in educational psychology and learning theory. Prerequisite: Teaching credential or permission of the instructor.

EDCI 516 Education: Past, Present, and Future (3)
An advanced, 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 on an integration of foundational themes and concerns that relate directly to contemporary educational problems. Prerequisite: Teaching credential or permission of the instructor.

EDCI 520 Classroom Strategies for Improving Student Learning (3)
An examination of various instructional strategies, with the research basis for each, will be included in this course. Selection, implementation and assessment of the strategies will be imbedded in coursework. Prerequisite: Teaching credential or permission of the instructor.

EDCI 525 The Gifted, Talented and Creative Child (3)
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 the instructor.

EDCI 527 Art Education in the Elementary and Secondary School (3)
Introduction to drawing, painting and sculpture for the public school teacher. Prerequisite: Teaching credential or permission of the instructor.

EDCI 528 Music Education in the Elementary School (3)
The place and function of music in the elementary school curriculum is discussed. 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 is the focus. Prerequisite: Teaching credential or permission of the instructor.

EDCI 530 Curriculum Development and Transformation (5)
This course focuses on the development of curriculum at the K-12 level. Students will explore research and theory of curriculum revision and the principles of curriculum development and design. The development of needs assessments and analysis of results to inform curriculum transformation is covered in depth. Emphasis is on the interdependence of assessment, data and curriculum planning on student achievement. Prerequisite: Admission to the Curriculum and Instruction Masters in Education Program.

EDCI 531 Curriculum Evaluation and Performance-based Assessment (3)*
This course focuses on the process of educational evaluation seen through the model of Instructional Materials Selection for California public schools. The second focus is on student-centered assessment strategies that have systematic curricular and instructional implications for teachers and students within the context of prescribed standards and guidelines. A central theme in assessment is curriculum implementation in terms of structuring, planning, applying, constructing and explaining the process and product of measuring and evaluating learning/teaching outcomes in both traditional and field-based settings. Prerequisite: Teaching credential or permission of the instructor.

EDCI 532 Concepts of Science Education (3)
Differentiation of the concepts of science education appropriate to learning and teaching science at the elementary and secondary levels. Prerequisite: Teaching credential or permission of the instructor.

EDCI 533 Special Problems in Science Education (3)
Special research problems in science education including pilot studies, curriculum, methodologies and the nature of science are studied. Prerequisite: Teaching credential or permission of the instructor.

EDCI 534 Curriculum Concepts for Secondary Science Education (3)
Special research studies and/or independent studies in science curriculum for the secondary school. Prerequisite: Teaching credential or permission of the instructor.

EDCI 535 Science Laboratory Experiences with Children (5)
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 experiences with children. Prerequisite: Teaching credential or permission of the instructor.

EDCI 536 Special Problems in Mathematics Education (3)
Instruction in mathematical concepts related to specific problems in mathematics and education and the development of curricular units related to the problem under investigation is the focus of the course. Course includes research problems in mathematics education, including pilot studies, curriculum methodologies and the nature of mathematical learning. Prerequisite: Teaching credential or permission of the instructor.

EDCI 537 The Nature of Science and Implications for Science Teaching (3)
This course is designed to illustrate the relationship between the nature of science and science teaching. A specific amount of time is devoted to developing understanding of the difference 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 the instructor.

EDCI 539 Physical Education in the Elementary School (3)
This course includes the 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. Focus is 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 the instructor. Note: Independent study only.

EDCI 548 Educational Leadership (5)
This online course focuses on the educational leadership paradigms to define teacher roles as professionals and leaders in schools. It also helps participants develop knowledge and skills in education leadership as they supervise, coach, mentor, network and collaborate with other participants in the school community. Prerequisite: Admission to the Curriculum and Instruction Masters in Education Program.

EDCI 549 Diagnosis and Remediation of Learning Problems in Mathematics (5)
Diagnosis, analysis and remediation procedures are provided to assist children who have problems in learning mathematics. This experience 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 and analysis and remediation through the use of; manipulatives and other materials. Prerequisite: Teaching credential or permission of the instructor.

EDCI 550 Social Studies in Elementary School (3)
The course surveys objectives and the foundation of the discipline of social studies, offers a variety of organizational and planning approaches for a program, a variety of learning experiences, instructional strategies and methods, areas of skill development, a means of providing for individual differences, addresses the affective domain, the role of current affairs, a variety of resources available and evaluation procedures. Prerequisite: Teaching credential or permission of the instructor.

EDCI 560 Computers and Instruction (3)
A practical guide to the use of technology in education. Emphasis is 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 elementary and secondary school curriculum. A laboratory experience is provided. Prerequisite: CTAP8 Level I certification.

EDCI 570 Technology and Assessment (5)
In this course participants develop technology-based means to assess student assignments and performances. Objectives, rubrics, student portfolios, models and sources for data-driven assessment, and new and emerging assessment technologies will be explored.

EDCI 572 Teaching to Standards (5)
This course is for teachers who are ready to integrate educational technologies into their instructional units. Using California Content Standards and a new set of technology standards, teachers explore how to create and modify lessons that use technology to help students meet learning standards.

EDCI 573 Issues in Technology K-12: Laws, Ethics, Practices (5)
School administrators and teachers face many legal and technical issues as they support and monitor students' computer use. Learners will explore Internet and email access and use issues, copyright and intellectual property rights, social responsibility, ethics, and ways to create and maintain a productive and safe learning environment for teachers and students while using technologies. The course is taught online using a rich variety of resources.

EDCI 577 Advanced Topics in Education (5)
Exploration of selected topics in Education at an advanced level. When offered, prerequisites and course requirements will be announced for each course. May be repeated for different course content.

EDCI 579 Technology Proficiency Certification (1)
This course is to assist students in completing the certification prerequisites for CTAP8 Level 1. (See EDCI 560 above.)

EDCI 580 Research in Elementary Science Education (3)
Includes the examination of research on processes in elementary science education, experimental learning, special problems and topics, methods and evaluation. Prerequisite: Teaching credential or permission of the instructor. Note: independent study only.

EDCI 581 Research in Secondary Science Education (3)
Includes the examination of research on processes in secondary science education, experimental learning, special problems and topics, methods and evaluation. Prerequisite: Teaching credential or permission of the instructor.

EDCI 587 Critical Thinking and Problem Solving for Educators (3)
This course will review the current theory and practice related to teaching critical thinking and problem solving within the context of educational settings. Students will learn specific strategies necessary for promoting critical thinking and problem solving. Important issues related to these topic areas will be addressed through a review of current scholarly literature. Prerequisite: Teaching credential or permission of the instructor.

EDCI 588 Teaching for Diversity and Social Justice (5)
This course is intended to provide candidates an advanced exploration of the various critical issues pertaining to social justice and diversity in the American education system. It will provide a foundation for building the understanding and skills candidates will need to develop culturally relevant curriculum and pedagogy for all students. The course will build educational leadership skills and engage candidates in challenging social inequities in schools and their broader communities. Prerequisite: Admission to the Curriculum and Instruction Masters in Education Program.

EDCI 591 Problems in Early Childhood Education and Elementary Education (1-5)
This course is an in-depth study of various areas in early childhood and elementary education. This course is repeatable with different topics. Prerequisite: Teaching credential or permission of the instructor.

EDCI 594 Seminar in In-service Education (1-5)
Special programs in in-service education are addressed. This course is repeatable with different topics. Prerequisite: Teaching credential or permission of the instructor.

EDCI 595 Recent Developments in Education (1-5)
An examination of significant developments in education and presentation of recent research and ideas. This course is repeatable with different topics. Prerequisite: Teaching credential or permission of the instructor.

EDCI 596 Special Topics in English Education (1-5)
Special investigation into specific problems in language arts education in elementary and secondary schools. Prerequisite: Teaching credential or permission of the instructor.

EDCI 599 Standards-based Learning and Teaching (3)*
This course offers participants the opportunity to examine and review the national and state standards and their implications to learning, teaching and assessment. The course focuses on implementing standard-driven pedagogical practices in schools. In particular, INTASC, NCATE along with CSTP, will be overarching frameworks for curriculum planning and delivery. This course focuses on the standard-driven pedagogical practices in both traditional and field-based teacher education programs and how to meet relevant standards in various settings. It also includes the construction and use of rubrics in teaching and assessment. Prerequisite: Teaching credential.

EDCI 604 Special Topics: Teachers as Reflective Practitioners I and II (1-5)*
Course participants have the opportunity to reflect on and examine their roles in schools as they observe, experience, evaluate and integrate instructional skills across the curriculum. The course also provides the opportunity to gain insight into the dynamics of learning and teaching in classroom settings. This course will provide participants an opportunity to use their fieldwork to examine and explore their experiences with cohorts and others in a professional forum. Prerequisite: Teaching credential.

EDCI 610 Philosophical Foundations of Education (3)
This course includes an examination of selected current philosophies of education, their histories and applications to contemporary educative processes. Prerequisite: Teaching credential or permission of the instructor.

EDCI 612 Historical Foundations of Education (3)
This course includes a detailed study of the history of the major trends, forces and patterns in education. Prerequisite: Teaching credential or permission of the instructor.

EDCI 615 Comparative Education (3)
This course studies the education patterns of various countries and the history, development and current status of systems of education in different cultural settings. Prerequisite: Teaching credential or permission of the instructor.

EDCI 695 Action Research for Teachers (3)*
This course is intended to give educators and teachers (pre-service, in-service, beginning teachers, mentoring teachers, etc.) an opportunity to explore their role as action researchers in various school settings. It also provides them with a base for decision-making processes regarding effective instructional strategies and treatments. The course offers participants an opportunity to identify research problems, investigate workable solutions and implement an action plan for change as they reflect on current practices. This course will help participants to play their optimal roles as researchers in the classroom environment. Finally, this course focuses on the role of inquiry, reflection and action research as a major phase of induction field-based programs (BTSA/CFASST) to improve teaching and learning. Prerequisite: Teaching credential.

EDCI 699 Individual Study–Graduate Education (1-5)
The individual study involves the exploration and study of a specific topic primarily through directed readings and discussed with a faculty professor. Prerequisite: Consent of assisting instructor and written approval of the program coordinator.

EDCI 690 Master's Thesis in Education (1-5)

EDCI 691 Master's Project in Education (1-5)

EDCI 692 Master's Examination in Education (1-5)
*[Field-Based Emphasis Area Courses-BTSA/CFASST and Induction Program] (See EDLT 501, 502, 503 and 504 for course offerings in reading/literacy that can also be taken in the Curriculum and Instruction program).

EDUCATIONAL COUNSELING

Graduate Courses

EDCS 502 Human Communications Skills (4)
A communication skills course that examines interpersonal processes related to the development of counseling skills and strategies and their application to interviewing, assessment and intervention in school and community settings. Demonstration of skills using videotape and feedback is required.

EDCS 505 Cross Cultural Counseling (4)
Focus on attitudes and issues arising from different values and cultural assumptions which affect educational counseling. Attention to cultural sub-groupings of ethnicity, socioeconomic status, gender, sexual orientation, religion, relationship status, age, disability, and other demographics as they relate to the counseling process. Emphasis on counselor roles in advocacy.

EDCS 510 Theories of Developmental Counseling with Children and Adolescents (4)
Focuses on the major developmental approaches to counseling interventions with children and adolescents, integrating learning theories and language development. Attention to developmental issues and tasks necessary for competent counseling with children and adolescents, including cognitive, biological, psychological, social and cultural processes that influence or disrupt normal development.

EDCS 515 Theories of Developmental Counseling with Adults and Families (4)
Exploration of the biological, psychological, social developmental tasks, and the life events of the adult years, including a family and vocational perspective. The focus is on developmental issues salient to relationships, separation/divorce, blended families, bi-ethnic/biracial families and their effect on academic and personal success.

EDCS 525 Legal and Ethical Issues in Counseling (4)
Focus on legal and ethical issues pertaining to educational and community counseling as found in State codes and in professional organizational ethical standards. Included are the laws governing minors and the reporting requirement imposed upon educational counselors by regulation, statute and case law. Professional orientation issues, such as goals of professional organizations, standards training and credentialing requirements are also presented.

EDCS 532 Assessment for Counselors (4)
Survey of selected assessment instruments, including standardized tests and other programs and techniques commonly used by school counselors to evaluate individuals and groups. Addressed are factors that bear upon academic assessment and achievement and the selection, administration, and interpretation of instruments appropriate to academic, career and personal/social counseling.

EDCS 540 Introduction to Counseling (4)
This introductory course focuses on the role and function of the counselor within the social structure of the educational and community system, including a discussion of the current trends in the organization and delivery of pupil personnel services, student services and community counseling services in multicultural educational settings.

EDCS 560 Research Methods in Educational Counseling (4)
An analysis of methods utilized in educational counseling research. Emphasis on review of literature, hypothesis testing, proper sampling techniques and data collection, statistical methods for data analysis and interpretation of results as reported in counseling literature.

EDCS 570 Career Counseling (4)
Focuses on the processes of career and academic development through the life span, including an emphasis on theories of career education and career counseling, culturally different populations, the interface between the individual and the organizational climate and the resources utilized in the career and academic counseling process.

EDCS 581 Practicum (4)
Focuses on the observation of the practice of counselors across five distinct settings: elementary schools, junior high/middle school, senior high schools, postsecondary student services and community agencies. The major thrust will be on providing supervised experiential experiences of school counseling procedures and practices that focus on the academic, career and social/personal issues.

EDCS 590 Special Problems in Counseling (1-5)
Review and analysis of specific topics in counseling. May be used to extend field practice for those students requiring more than three quarters to complete the required hours of Internship (field practice). Prerequisite: Permission of Coordinator.

EDCS 601 Substance Abuse and Domestic Violence (4)
Focus on understanding the issues of substance abuse and domestic violence as they affect educational success. Addressed will be prevention, assessment, intervention and legal reporting issues related to substance abuse and violence in families.

EDCS 605 Theories of Counseling (4)
Focus upon basic concepts and theoretical models of counseling with an emphasis on their application for use with students in educational settings. Models may include Psychoanalytic, Cognitive, behavioral, Person Centered, Gestalt, reality, Solution-Focused, Existential and Brief approaches. Application of each theoretical perspective across the life span and with diverse populations is discussed.

EDCS 620 Group Counseling (4)
Focus on the major approaches to group counseling for applications to college or university settings. Emphasis on small and large group processes and involvement in group experiential activities designed to relate the counseling process to theory. Not designed for School Counseling concentration.

EDCS 635 Consultation (4)
This course focuses on discussion of the theory and practice of consultation and other primary skills required for effective functioning for student service professions in higher education settings. It is designed to enable counselors to promote primary prevention and facilitate change processes by functioning as consultants and managers within a variety of college and university settings. Not designed for School Counseling concentration.

EDCS 645 Techniques in School Counseling (4)
Course focuses on the development of the counseling 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. Not designed for Student Affairs concentration.

EDCS 650 Group and Consultation in School Settings (4)
Focus on the theory and skills necessary for effective group and consultation interventions in multicultural K-12 educational settings. Enables school counselors to establish the conditions necessary for primary and secondary change in such settings. Not designed for Student Affairs concentration.

EDCS 690 Master's Thesis in Counseling (1-5)
This is a supervised project appropriate to the professional field of counseling. The written abstract includes objectives, methodology and a conclusion. Prerequisite: Submission and Acceptance of Culminating Activity form to Graduate Studies Evaluator, Advanced to Candidacy Standing and permission to enroll by Program Coordinator.

EDCS 691 Counseling Internship (5)
Supervised field practice that allows the demonstration of knowledge and skill in areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics. Students must provide evidence of professional liability insurance to enroll. Offered on credit, no-credit basis only. Prerequisite: Advanced to Candidacy standing and permission to enroll by Internship Coordinator.

EDCS 692 Counseling Internship II (5)
This course is a continuation of EDCS 691. Students must provide evidence of professional liability insurance to enroll. Offered on credit, no-credit basis only. Prerequisite: EDCS 691 and permission to enroll by Internship Coordinator.

EDCS 693 Counseling Internship III (5)
This course is a continuation of EDCS 692. A minimum of six hundred (600) clock hours of field practice is required (across EDCS 691, 692 and 693). Students must provide evidence of professional liability insurance to enroll. Offered on credit, no-credit basis only. Prerequisite: EDCS 692 and permission to enroll by Internship Coordinator.

EDCS 694 Counseling Field Work/Internship IV (1-5)
This course is a continuation of EDCS 693 and is available to students who have yet to complete field practice requirements after enrolling in EDCS 691, 692 and 693. Students must provide evidence of professional liability insurance to enroll. Offered on credit, no-credit basis only. Prerequisite: EDCS 693.

EDCI 695 Research Methods for Educational Leaders (5)
The course is intended to give educators and teachers (pre-service, in-service, beginning teachers, mentoring teachers etc.) an opportunity to explore their role as action researchers in various school settings. It also provides them with a base for decision-making processes regarding effective instructional strategies and treatments. Using a self-reflective systematic and scholarly inquiry, the course offers participants an opportunity to identify research problems, investigate workable solutions, and design and implement an action plan for change as they reflect on current practices. This class will help participants to play their optimal roles as researchers in the classroom environment. Prerequisite: Admission to the Curriculum and Instruction Masters in Education Program.

EDCS 696 Counseling Field Work/Internship VI (1-5)
This course is a continuation of EDCS 695 and is available to students who have yet to complete field practice requirements after enrolling in EDCS 691, 692, 693, 694, and 695. Students must provide evidence of professional liability insurance to enroll. Offered on credit, no-credit basis only. Prerequisite: EDCS 695.

EDCS 697 Master's Exam in Counseling I (2)
This is a comprehensive examination in the field of counseling. Prerequisite: Submission and Acceptance of Culminating Activity form to Graduate Studies Evaluator, Advanced to Candidacy Standing and permission to enroll by Program Coordinator.

EDCS 698 Master's Exam in Counseling II (2)
This examination involves an in-depth study of a specific area of concentration in education.

ELEMENTARY EDUCATION (Multiple Subjects Credential courses)

Upper Division

EDEL 460 Language and Literacy for Diverse Classrooms I (4)
This course focuses on teaching literacy skills to students in kindergarten through second grades. Theory, research, and practice related to students' successfully acquiring literacy skills or functioning at an at-risk level will be emphasized. The course includes instruction in knowledge of literacy skills, methods, and materials for the primary grades; assessment procedures and materials for students at the emergent level of literacy acquisition; meeting the needs of literacy learners with culturally and linguistically diverse backgrounds; and instructional strategies and materials for use in a culturally and linguistically diverse classroom. Note: Course includes 10 hours of field work. Prerequisites: Admitted to Elementary Education Program or Integrated IBEST Program or Special Education Level 1 or Special Education Intern Program.

EDEL 461 Math Methods and Assessment (4)
Provides knowledge and skills pertinent to the teaching and learning of math. It also focuses on promoting students' skills in integrating pedagogical practices, methods and materials of mathematics in curriculum planning and content instruction. The course content focuses on alternative approaches to Admitted to Elementary Education Program or Integrated IBEST Program or Special Education Level 1 or Special Education Intern Program.

EDEL 462 Learning Theories and Classroom Management (4)
This course addresses the psychological foundations in the teaching-learning process and also emphasizes classroom management. The course is designed to prepare candidates to create a supportive and optimal learning environment for all students and to enable candidates to be conversant with current pedagogical theory and best practices employed by elementary teachers. The course topics include principles of classroom management, philosophical approaches to classroom management, understanding students' behavior, structuring the learning environment, classroom procedures for handling various types of classroom behaviors, and issues related to professionalism and professional growth. Note: Course includes 10 hours of fieldwork. Prerequisites: Admitted to Elementary Education Program or Integrated IBEST Program.

EDEL 463 Language and Literacy for Diverse Classrooms II (4)
This course focuses on teaching literacy skills to students in third through sixth grades. Theory, research, and practice related to student's successfully acquiring literacy or functioning at an at-risk level will be emphasized. The course includes instruction in content area reading; knowledge of literacy skills, methods, and materials for the intermediate grades; assessment procedures and materials for grade level students, at risk students, and students with culturally and linguistically diverse backgrounds; and instructional strategies and materials for use in a culturally and linguistically diverse classrooms. Note: Course includes 10 hours of field work. Prerequisites: Completion of EDEL 420, 421, 429, 437 or EDEL 460, 461, 462 with a grade of "C" or better and be in Elementary Education Program.

EDEL 464 Science Methods and Assessment (4)
This course includes instructional strategies, and laboratory activities for teaching science in the elementary school. Course experiences are focused on the nature of science as it relates to science teaching. This course requires 10 hours of field work. Prerequisites: Completion of EDEL 420, 421, 429, 437 or EDEL 460, 461, 462 with a grade of "C" or better and be in Elementary Education Program.

EDEL 465 Social Studies Methods and Assessment (4)
This course is designed to familiarize students with the instructional strategies, skills, and materials for teaching social studies to diverse student populations at the elementary level. Sharing discussions, readings, and practical experiences that include 10 hours of fieldwork in a social studies classroom will provide students with the basis of an effective social studies program that includes: the use of State Standards, goals and objectives; approaches to curriculum development; basic content; use of internet resources; and techniques for authentic assessment. Prerequisites: Completion of EDEL 420, 421, 429, 437 or EDEL 460, 461, 462 with a grade of "C" or better and be in Elementary Education Program.

Intern Teaching
The following courses are required of credential candidates who are admitted as interns in the Multiple Subjects Program.

EDEL 445 Elementary Intern Teaching I (6)

EDEL 446 Elementary Intern Teaching II (6)

EDEL 451 Seminar: Field Experience-Student Teaching in an Elementary Classroom (1)
This is a seminar course taken by special education preliminary (Level I) credential program candidates who are pursuing the elementary credential track. This course provides opportunities

for discussion of problems and practices of elementary school teaching. Course topics include self-awareness and analysis of teaching problems. This course must be taken concurrently with EDEL 450. Prerequisites: EDTE 416, 461, 460.

INDIVIDUAL STUDY

Upper Division

EDIS 496 Internship in Education (1-5)
This course involves an assignment with an educational or community agency with placement and supervision by a department within the School of Social Science and Education. The assignment and coordination of the work project, along with conferences and assigned readings, as well as determining course credits, evaluation and grading are the responsibility of the assigned School of Education faculty instructor in consultation with the field supervisor. This course is a credit, no-credit experience. This course may not be used as the equivalent to any part of the student teaching experience.

EDIS 497 Cooperative Education (1-5)
The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education Office on an individual basis, subject to approval by the Teacher Education 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 in cooperation 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. This is a credit, on-credit experience. Note: Each department will determine application for credit.

EDIS 499 Individual Study (1-5)
This experience involves the exploration and study of a specific topic, primarily through directed readings and discussed with a School of Education faculty professor. Prerequisite: Consent of assisting instructor and written approval of Department Chair and Dean, School of Social Science and Education.
Graduate Courses

EDIS 699 Individual Graduate Study (1-5)

EDUCATIONAL RESEARCH

Graduate Courses

EDRS 680 Educational Statistics (4)
This course covers basic parametric and nonparametric methods that are useful in educational research. The quantitative training has a three-fold focus: (1) when to use each statistical method; (2) how to use the method through computer programming; and (3) how to interpret the results in research literature and computer printout. At the conclusion of the course students will have a set of useful programs. By replacing numeric parts of each program with their own data in the future, students will be able to conduct statistical analyses and produce empirical results for dissemination. The academic training is also helpful to students who need to understand statistical results produced by other investigators. In summary, the course design is geared toward preparing students as competent producers and consumers of educational research.

EDRS 681 Research Design and Analysis in Education (3)
This course focuses on various qualitative approaches, including historical inquiry, descriptive research, quasi-experimental design, single-subject investigation, document analysis, interview planning, observation inventory and ethnographic studies. These research tools are incorporated with statistical methods from EDRS 680 to facilitate development of student research proposals. Topics of the proposal often reflect characteristics of action research that are relevant to classroom teacher, educational administrators, school counselors and special educators. Prerequisite: EDRS 680.

SECONDARY EDUCATION (Single Subjects Credential courses)

Graduate Courses

EDSE 531 Classroom Management for Single Subject Teachers (4)
This course is designed to introduce students to current pedagogical theory and best practices employed by secondary teachers to promote an optimal learning environment for all students. The course topics include principles of classroom management, understanding students' motivation and behavior, class planning as a preventive measure for obstructive behavior, procedures for handling a variety of classroom behavior, and steps to modify disruptive student behavior. Ten hours (10) of observation in a junior or high school classroom are required. Prerequisites: Be admitted to Secondary Education Program.

EDSE 532 Strategies and Methods of Teaching (4)
This course is designed to introduce students to pedagogical techniques, philosophies, and practices utilized by successful classroom teachers. The primary focus is on building instructional skills, lesson planning, and assessing student learning. Additional emphasis is placed on the thirteen Teaching Performance Expectations delineated in the Standards of Quality and Effectiveness for Teacher Preparation Programs. Ten hours (10) of observation in a junior or high school classroom are required. Prerequisites include: EDTE 410, 416.

EDSE 532A Methods for Teaching Math (4)
Methods of Teaching Math, is a requirement for a Single Subject Credential. This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in Math. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior management when developing lesson plans designed specifically for the single subject classroom. Candidate will complete 10 hours in a Math field placement. Prerequisites: Be admitted to Secondary Education or Education Program.

EDSE 532B Methods for Teaching Science (4)
Methods of Teaching Science, is a requirement for a Single Subject Credential. This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in Science. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior management when developing lesson plans designed specifically for the single subject classroom. Candidate will complete 10 hours in a Science field placement. Prerequisites: Be admitted to Secondary Education or Education Program.

EDSE 532C Methods for Teaching English Language Arts (4)
Methods of Teaching English Language Arts, is a requirement for a Single Subject Credential. This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in English. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior management when developing lesson plans designed specifically for the single subject classroom. Candidate will complete 10 hours in an English field placement. Prerequisites: Be admitted to Secondary Education or Education Program.

EDSE 532D Methods for Teaching Social Studies (4)
Methods of Teaching Social Studies, is a requirement for a Single Subject Credential. This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in Social Studies. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior management when developing lesson plans designed specifically for the single subject classroom. Candidate will complete 10 hours in a Social Studies field placement. Prerequisites: Be admitted to Secondary Education or Education Program.

EDSE 532E Methods for Teaching World Language-Spanish (4)
Methods of Teaching World Language-Spanish, is a requirement for a Single Subject Credential. This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in Spanish. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior management when developing lesson plans designed specifically for the single subject classroom. Candidate will complete 10 hours in a Spanish field placement. Prerequisites: Be admitted to Secondary Education or Education Program.

EDSE 532F Methods for Teaching Art, Music, Physical Education (4)
Methods of Teaching Art, Music, or Physical Education are a requirement for a Single Subject Credential. This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in Art, Music or Physical Education. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior

management when developing lesson plans designed specifically for the single subject classroom. Candidate will complete 10 hours in an Art, Music, or Physical Education field placement. Prerequisites: Be admitted to Secondary Education or Education Program.

EDSE 532G Methods for Teaching Health Science, Home Economics, Agriculture (4)
Methods of Teaching Health Science, Home Economics, or Agriculture are a requirement for a Single Subject Credential. This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in their specific subject area. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior management when developing lesson plans designed specifically for the single subject classroom. Candidate will complete 10 hours in an Art, Music, or Physical Education field placement. Prerequisites: Be admitted to Secondary Education or Education Program.

EDSE 532H Methods of Teaching Industrial and Technology Education or Business (4)
Methods of Teaching Industrial and Technology Education or Business, is a requirement for a Single Subject Credential. This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in their specific subject area. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior management when developing lesson plans designed specifically for the single subject classroom. Candidate will complete 10 hours in an Industrial and Technology Education or Business field placement. Prerequisites: Be admitted to Secondary Education or Education Program.

EDSE 533 Reading Across the Curriculum (4)
This course is designed to introduce prospective teachers to research-based information on adolescent literacy across content areas. Students will study an array of strategies and methods for guiding and developing content-based reading and writing abilities of all students, including students of varied reading levels and language backgrounds. Ten hours (10) of observation in a junior or high school classroom are required. Prerequisites: Completion of EDSE 531, and one of 532A-H or completion of EDSE 501, 503, 504 with a grade of C or better.

EDSE 534 Educational Psychology (4)
This course focuses on theories of learning, motivation, and adolescent development. It explores the multiple factors that contribute to the complexity of teaching and learning in diverse learning communities. Prerequisites: Completion of EDSE 531, and one of 532A-H or completion of EDSE 501, 503, 504 with a grade of C or better.

EDSE 535 Assessment for Single Subject Teachers (4)
This course focuses on the collection, analysis, and interpretation of achievement data for a variety of k-12 student subgroups. Achievement data will be used to develop assessment projects that address the learning needs of students. Emphasis is placed on the application of the principles of assessment to classroom teaching. Prerequisites: Completion of EDSE 531, and one of 532A-H or completion of EDSE 501, 503, 504 with a grade of C or better.

EDSE 599 Supervised Teaching Induction (10)
This course involves ten weeks of full-day teaching responsibility in a junior or high school classroom under the guidance and assistance of a master teacher and university supervisor. Prerequisites: Completion of EDSE 534, 535 or completion of EDSE 505, 506, 507 with a C or better and completion of EDTE 401 and 402.

Intern Teaching
In addition to the courses listed about the following courses are required of credential students who are admitted as interns in the Single Subject Intern Program.

EDSE 492/Secondary Intern Teaching I (6)

EDSE 493 Secondary Intern Teaching II (6)

SPECIAL EDUCATION

Note: Cross Listings of EDSP Courses
Special Education (EDSP) courses with two numbers indicate cross listings of undergraduate and graduate level courses. Undergraduate students must enroll in the lower number courses. For instance, the ISPED program candidates for Liberal Studies major must enroll in EDSP 405 while graduate students enroll in EDSP 505.

Upper Division

EDSP 301 Teaching Exceptional Diverse Learners in Inclusive Settings (3)
This course presents an overview of the role and responsibilities of elementary and secondary teachers in meeting the educational needs of exceptional and diverse learners in general education classrooms. Students will be given the opportunity to study the special education process, characteristics of exceptional, diverse, and at-risk learners, and the use of effective differentiated instructional guidelines, practices and accommodations. Emphasis will also be focused on management considerations, evaluative and collaborative activities, curriculum modifications, and laws, procedures and regulations pertaining to the education of exceptional learners. SB2042 Multiple Subjects and Single Subject Preliminary Credential candidates are required to take this course.

EDSP 302 Early Field Experiences in Special Education (2)
This course provides initial opportunities for Educational Specialist credential candidates to observe various learning characteristics of students with diverse needs and to actively participate in two or more special education settings and grade levels spending a minimum of 45 hours evenly spaced during the quarter under the supervision of a district cooperating teacher and a university supervisor. In addition, candidates are expected to attend five (5) on-campus seminars. This course will provide the candidate with an excellent opportunity for assessing one's aptitude for a special education professional career. (This course is a pre-requisite course and may be taken concurrently with EDSP 301.)

Graduate Courses

EDSP 501 Advanced Study of Special Populations (5)
This course provides an advanced study of professional, legal, ethical and historical practices along with current issues and trends related to providing meaningful learning opportunities for teaching special populations including students with disabilities and those who are gifted and talented. The course will include discussion and analysis of laws, practices, procedural safeguards, and regulations pertaining to the eligibility determination and education of exceptional individuals. It will also address the ethics and values of the professional educator as a reflective decision maker. Current and future special educational services, issues and trends will also be discussed such as the principle of the least restrictive environment (LRE), inclusion, and the historical sequence legislation, P L 94-142, IDEA, ADA and *Section* 504. In addition, this course provides advanced study of the educational, psychological, and behavioral characteristics and needs of exceptional learners and their families. *This course is required to clear the fifth year mainstreaming component for multiple subjects and single subject Ryan credential candidates*. This is a 5 quarter unit course. (Prerequisite for all Special Education courses).

EDSP 502 Field Experience I: Observation/Participation (2)
Early field experiences in two or more special education settings and grade levels in public schools. Candidates are expected to spend a minimum of 45 hours evenly spaced during the quarter under the supervision of a district cooperating teacher and a university supervisor. Additionally, candidates are expected to attend five (5) on-campus seminars. Candidates are provided opportunities to observe various learning characteristics of students with diverse special needs and actively participate in a variety of instructional delivery systems learning how to manage learning environments with diverse student populations. This course will provide the candidate with an excellent opportunity for assessing one's aptitude for a special education professional career. Co-requisite: EDSP 501.

EDSP 403/503 Communication and Consultation: Collaborative Partnership (5)
This course closely interweaves issues of exceptionality, diversity and life span transitions while the teacher candidate demonstrates growing knowledge and skills in effective communication and self-awareness. This course is designed to focus on managing learning environments for diverse learners that facilitate positive behavioral self-control, self-esteem and self-advocacy. Further, the abilities to facilitate the essential collaborative partnerships between individuals with disabilities and their families, school personnel and community related services will be modeled and taught. The teacher candidate's role in facilitating communication and in focusing on realistic shared responsibility in collaborative partnerships is the foundation themes of this course. Given the stressful challenges of this course, teacher self-care will be integrated into all skill training. The knowledge base skills taught integrate Jung's contemporary model of personality diversity, cognitive self-awareness models, the classic Gordon teacher effectiveness communication model and the applied behavior analysis model. Prerequisites: EDSP 301/501 and 302/502 or permission of instructor. This is a core requirement for Mild/Moderate and Moderate/Severe program.

EDSP 405/505 Classroom Management and Positive Behavior Support (5)
This course will familiarize candidates with the components of a positive and proactive approach to behavior management in the classroom. Specific techniques (i.e., social skills, training, surface behavior management, and role-playing) for creating a positive learning environment will be demonstrated. Most commonly used behavior management approaches (including the ecological approach, educational approach,

psycho-educational approach, humanistic approach, psychodynamic approach, behavioral approach, applied behavior analysis and cognitive behavior modification) will be reviewed. Within a "case-study" format, specialist/degree candidates design behavioral intervention programs for student exhibiting a wide range of learning and behavioral needs. Candidates will be challenged to consider ethical, cultural and pedagogical implications inherent in the use of A.B.A. technology; and to design interventions that empower children toward self-regulation. Additionally, the Hughes Bill will be introduced and its implication to special education for student with challenging behaviors will be discussed. Prerequisites: EDSP 301/501 and 302/502 or instructor permission. This is a core requirement for Mild/Moderate and Moderate/Severe program.

EDSP 406/506 Characteristics of M/M Disabilities and Curriculum Adaptations (5)
This course will examine a variety of unique learning needs of students with Mild/Moderate (M/M) Disabilities in terms of intellectual, emotional-social, behavioral, communication, and psychological characteristics. This course will also address the basic principles and strategies of assessment, curriculum adaptation and instructional strategies. Candidates will be able to develop appropriate IEP goals and objectives and implement such individualized curriculum adaptations to meet their students' unique educational needs. Additionally, candidates are required to spend a minimum of twenty (20) hours during the quarter for observation and participation in the education setting for students with Mild/Moderate Disabilities. Prerequisite: EDSP 301/501 and 302/502 or instructor permission.

EDSP 408 Assessment of Students with Mild to Moderate Disabilities (5)
This course will provide candidates with knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild to moderate disabilities which include assessment of the developmental, academic, behavioral, social, communication, vocational and other related skill needs. Each candidate will be able to make appropriate instructional decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum references, performance-based and appropriate to the diverse needs of individual students. Prerequisites: EDSP 301/501, 302/502 and 406/506 or instructor permission.

EDSP 415 Technology for Education Specialists (3)
This course is a prerequisite course for a preliminary education specialist credential candidate. Students will acquire the ability to use computer-based technology to facilitate the teaching and learning process during this course. This course presents topics including, but not limited to Universal Design of Learning, effective use of computer-based technology, augmentative and alternative communication devices, low and high technology devices, legal and ethical issues in the use of technology.

EDSP 450 Field Experience in General Classroom for Education Specialists (3)
This seminar prepares the teacher candidate for their fieldwork experience as well as observations and evaluations by their University Supervisor. Topics include fieldwork requirements and responsibilities, portfolio preparation, classroom management, lesson planning, and other topics as needed for successful completion of the fieldwork experience.

EDSP 510 Assessment of Students with Disabilities (5)
This course will provide the candidates with knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with disabilities which include assessments of the developmental, academic, behavioral, social, communication, vocational and other related skill needs. Each candidate will be able to make appropriate instructional decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students.

EDSP 517 Characteristics of M/S Disabilities and Curriculum Adaptations (5)
This course will examine a variety of unique learning needs of students with Moderate/Severe (M/S) Disabilities in terms of intellectual, emotional-social, behavioral, communication, and psychological characteristics. This course will also address the basic principles and strategies of assessment, curriculum adaptation and instructional strategies. Candidates will be able to develop appropriate IEP goals and objectives and implement such individualized curriculum adaptations to meet their students' unique educational needs. Additionally, candidates are required to spend a minimum of twenty (20) hours during the quarter for observation and participation in the education setting for students with Moderate/Severe Disabilities. Prerequisite: EDSP 301/501 and 302/502 or instructor permission.

EDSP 529 Transition and Career Education (3)
This course will prepare candidates to implement successful planning of transitional life experiences for elementary and secondary students with mild to severe disabilities. This course will discuss the 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. Candidates will visit programs in the community and consult with field-based personnel. Prerequisite: EDSP 301/501 and 302/502 or instructor permission.

EDSP 445/545 Instructional Strategies for M/M Disabilities (5)
This course will review the basic theories of curriculum and a variety of effective instructional strategies for teaching reading, language arts, mathematics, and science to students with Mild/Moderate disabilities. Candidates will have opportunities to develop and implement appropriate curriculum and instructional strategies for each area of instruction for different ability levels that can reflect the adaptation and modification of the core curriculum to meet the unique needs of students with Mild/Moderate disabilities. Prerequisites: EDSP 301/501, 302/502, 406/506, 408/508 or instructor permission.

EDSP 625 Field Experience II: Student Teaching Mild/ Moderate Disabilities (10)
A special education field experience course taken at the third and final phase of the Mild/Moderate Credential program. Candidates are provided with opportunities for meaningful collaborative instruction for students with Mild/Moderate disabilities and diverse needs in the public school setting (K-12). For one (1) quarter, each candidate is required to participate in and reflect on a variety of activities representing different roles of special educators including interactions with parents, and to assume other responsibilities of full-time teachers and service providers. Prerequisites: Must complete EDSP 503 and 505 and 506 and 510 and 545 and EDTE 410 and 416 and EDEL 460 and 461 with a C or better in all.

EDSP 632 Curriculum and Instruction for Students with Moderate/Severe Disabilities (5)
This course will review the basic theories of curriculum and instruction and examine the structure of curricula that are currently available. Candidates will also study a variety of effective instructional strategies that are used to meet the diverse learning needs of students with Moderate/Severe disabilities. Candidates will have an opportunity to develop appropriate curriculum for each area of instruction for different ability levels that can reflect the adaptation and modification of the core curriculum to meet the unique needs of students with Moderate/Severe disabilities. Prerequisites: EDSP 301/ 501, 302/502, 405/505, 431/531 or instructor permission.

EDSP 635 Field Experience II: Student Teaching in Moderate/Severe Disabilities (10)
A special education field experience course taken during the third and final phase of the Moderate/Severe credential program. For one (1) quarter, candidates are provided with opportunities for meaningful collaborative instruction for students with Moderate/Severe disabilities with diverse needs in public school settings (K-12). Each candidate is required to participate in interactions with parents and to assume other responsibilities of full-time teachers and service providers. Prerequisites: Must complete EDSP 503 and 505 and 510 and 517 and 632 and EDTE 410 and 416 and EDEL 460 and 461 with a C or better in all.

EDSP 636 (A-F) Intern Seminar/Supervision in Special Education (2)
This practicum is developed to provide ongoing support and guidance to on-the-job intern credentialed teachers serving Mild/Moderate and Moderate/Severe populations. The seminar focuses on developing a community of learners in special education classrooms that include fundamental organization, classroom management, instructional skills, use of assessment batteries, lesson/unit planning and professional development. A major emphasis in this practicum will be sharing experiences and expertise so teachers can learn from each other. During this practicum, teachers will be provided guidance in their assigned classroom from support teachers and university faculty. Supervision will focus on basic classroom management and instructional competencies. The first quarter interns take EDSP 636A, the second quarter EDSP 636B, etc. Prerequisite: EDSP 501 and 502 (Sections must be completed in sequence of A, B, C, D, E, & F).

EDSP 650 Application of Theory into Practice Induction Seminar (2)
This field-based seminar course will require candidates, in collaboration with their university advisor and district support provider, to identify approved non-university activities, participate in those activities and evaluate the effectiveness of those activities in meeting the candidate's performance goals included in the Professional Clear Induction Plan. The course will build on the foundation established in the Preliminary Credential Program and expand the student's scope and depth in specific content areas, as well as expertise in performing specialized functions. Candidates must register for varying units (1-5) throughout the Level II program. Prerequisite: Completion of Preliminary Credential Program. EDSP 650 or instructor permission.

EDSP 660 Professional Development in Specialization Areas (1-5)
This field-based seminar course will require candidates, in collaboration with their university advisor and district support provider, to identify approved non-university activities, participate in those activities and evaluate the effectiveness of those activities in meeting the candidate's performance goals included in the Professional Clear Induction Plan. The course will build on the foundation established in the Preliminary Credential Program and expand the student's scope and depth in specific content areas, as well as expertise in performing specialized functions. Candidates may register for varying units (1-5) throughout the Professional Clear Credential Program. Prerequisite: Completion of Preliminary Credential Program and EDSP 650 or instructor permission.

EDSP 680 Current Instructional Practices for Diverse Learners (3)
This field-based seminar course will provide opportunities for candidate's to discuss and evaluate local, state, and national issues and trends in the areas of inclusive education, multicultural special education, early intervention, augmentative communication, outcomes assessment, technology and other areas that have implications for effective educational practices in special education for the 21st century. Prerequisites: Level I completion, EDSP 650 or instructor permission.

EDSP 688 Research in Special Education (3)
This field-based seminar course will review, analyze, interpret and apply specific topical research in special education. Candidates will select a research topic, formulate a research question, develop a research proposal, analyze the literature and propose appropriate research methodology to fill a gap in research or contribute to the literature in the area of special education.

EDSP 690 Advanced Behavioral and Environmental Supports (3)
This field-based seminar course will provide advanced knowledge, ability, and application opportunities to implement systems that assess, plan, and include academic and social skill instruction to support students with complex behavioral and emotional needs. Candidates will collaborate with educational, mental health and other community resources to insure a positive learning environment and appropriate behavioral supports.

EDSP 691 Master's Project in Special Education (5)
The project involves the 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 equivalent. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

EDSP 692 Master's Examination in Special Education (5)
The examination involves an in-depth study of a specific area of concentration in special education. The Culminating Activity Committee will determine development of the examination. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

EDSP 693 Master's Thesis in Special Education (5)
The thesis involves a carefully designed review of the research literature and finding of a selected field of interest in special education leading to a novel synthesis of original insights as contributions to graduate scholarship in the purpose of the thesis. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

EDSP 695 Professional Leadership Seminar (2)
This seminar course will evaluate and finalize the candidate's Professional Clear Induction Plan and Professional Development Portfolio. The candidate will demonstrate and/or document his/her ability to implement, evaluate and modify curricula, instruction and instructional contexts to meet the unique needs of individual learners across the range of ages, abilities, learning characteristics, diversity needs and disabling conditions. Prerequisites: Preliminary completion, EDSP 650.

EDSP 699 Individual Graduate Study in Special Education (1-5)
This experience involves the investigation of an approved topic selected in consultation with a School of Education professor in an area of major interest. Prerequisites: Consent of assisting professor and approval of Department Chair and Dean, School of Education.

TEACHER EDUCATION

Upper Division

EDTE 300 Early Field Experience in Education (3)
This is a field observation/participation course designed to introduce students to the dynamics of an Elementary School setting. This course is also designed to provide the prospective elementary teacher with a frame of reference for further work and study in the profession. Forty-five (45) hours of classroom observation in an elementary classroom is a required. Completion of this course is a required for program admission.

EDTE 310 STEM Practicum (3)
This is an early field experience course for potential Science, Technology, Engineering, or Math (STEM) educators. It includes exposure to a single subject or multiple subject classroom, specifically one that is doing current STEM activities. It is designed to provide the prospective multiple subject and single subject teacher with a frame of reference for further work and study in the STEM teaching profession.

EDTE 320 California Mini-Corps (1)
The purpose of this course is to provide undergraduate California Mini-Corps students participating in the "Credential Programs Pathway for California Mini-Corps" with multi-faceted pre-service training experience that is methods oriented, pedagogically sound and that references the

California Mini-Corps tutoring experiences. This course explores supporting academic achievement of culturally and linguistically diverse students, including tutoring migrant students, and also prepares undergraduates for entering the credential programs. This course may be repeated for a total of eight (8) units. Enrollment is restricted to Mini-Corps students who have obtained consent of instructor.

EDTE 401 TPA-1 Subject Specific Pedagogy (1)
This is an activity based course for the completion of the Teacher Performance Assessment. This course must be taken with EDEL 461, 462 (MSCC) or EDSE 432 or 532 (SSCC). Co-requisite: EDSE 532 or 532A-H or 432 or EDEL 461 and must be admitted to one of the following programs: Education Math or Secondary Education or Elementary Education or IBT2 or IBTE.

EDTE 402 TPA-2 Designing Instruction (1)
This is an activity based course for the completion of the Teacher Performance Assessment. This course must be taken with EDEL 464, 465 (MSCC) or EDSE 435 or 535 (SSCC). Co-requisite: EDTE 404 and EDSE 599 or EDSE 499 or EDEL 499 or EDSE 593 or EDEL 446 and admitted to one of the following programs: Secondary Education or Elementary Education or Education Math.

EDTE 403 TPA-3 Assessing Learning (1)
This is an activity course for the completion of the Teacher Performance Assessment. This course must be taken with EDEL 499 (MSCC) or EDSE 599 (SSCC). Co-requisite: EDTE 404 and EDSE 599 or EDSE 499 or EDEL 499 or EDSE 593 or EDEL 446 and admitted to one of the following programs: Secondary Education or Elementary Education or Education Math.

EDTE 404 TPA-4 Culminating Teaching Activity (2)
This is an activity course for the completion of the Teacher Performance Assessment. This task requires a 20 minute video demonstration of the candidates teaching and therefore must be taken with EDEL 499 (MSCC) or EDSE 599 (SSCC). Co-requisite: EDTE 403 and EDSE 599 or EDSE 499 or EDEL 499 or EDSE 593 or EDEL 466 and admitted to one of the following programs: Education Math or Secondary Education or Elementary Education.

EDTE 410 Teaching English Language Learners (4)
This course focuses on language development, first and second language acquisition, and the connection of language literacy to second language development. Also, addressed in this course is the state and federal requirements for the instruction of English Learners.

EDTE 415 Technology for Educators (3)
This course is designed to prepare teachers to utilize a variety of technological tools to aid instruction and facilitate learning. Prerequisite: Admission to the multiple or single subject credential programs or IBEST or Math Blended.

EDTE 416 Socio-cultural Foundations of Education (3)
This course is a general introduction to American Education and the profession of teaching. It includes the study of current education issues, multicultural education, historical foundations of American Education, philosophical foundations of American Education, the requirements of the profession, as well as credentialing in California. **GRE**

EDTE 444 (A-F) Intern Seminar (2)
Co-requisite: Admitted to Elementary or Secondary Education Intern.

EDTE 475A Remediation TPA-1 (1)
This is a lab course designed to assist teacher credential candidates who did not pass the Teaching Performance Assessment-Subject Specific Pedagogy exam with a score of 3 or 4 revise and resubmit their TPA exam. In this course candidate's areas of weakness are identified and assistance unique to that area of weakness is provided to the candidate in an effort to promote successful revision of the exam.

EDTE 475B Remediation TPA-2 (1)
This is a lab course designed to assist teacher credential candidates who did not pass the Teaching Performance Assessment-Designing Instruction exam with a score of 3 or 4 revise and resubmit their TPA exam. In this course candidate's areas of weakness are identified and assistance unique to that area of weakness is provided to the candidate in an effort to promote successful revision of the exam.

EDTE 475C Remediation TPA-3 (1)
This is a lab course designed to assist teacher credential candidates who did not pass the Teaching Performance Assessment-Assessing Learning exam with a score of 3 or 4 revise and resubmit their TPA exam. In this course candidate's areas of weakness are identified and assistance unique to that area of weakness is provided to the candidate in an effort to promote successful revision of the exam.

EDTE 475D Remediation TPA-4 (1)
This is a lab course designed to assist teacher credential candidates who did not pass the Teaching Performance Assessment-Culminating Teaching Experience exam with a score of 3 or 4 revise and resubmit their TPA exam. In this course candidate's areas of weakness are identified and assistance unique to that area of weakness is provided to the candidate in an effort to promote successful revision of the exam.

Lower Division

ENGR 160 Engineering Orientation (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 engineering programs. Primarily for students planning to major in one of the fields of engineering. Offered on a credit, no-credit basis only. One hour lecture/discussion.

ENGR 161 Introduction to Engineering Design (2)
Introduces students to real-life engineering projects. Students design, build, tests and present engineering projects designed to solve specified problems within given constraints. Primarily for students planning to major in one of the fields of engineering. Two hours of lecture/discussion.

ENGR 162 Introduction to Engineering Computing (2)
Introduces the solution of engineering problems using spreadsheets, a numerical computing environment, and computer-aided design. Two hours of lecture/discussion. Prerequisite or corequisite: MATH 201 or 231.

ENGR 207 Electric Circuits (5)
Circuit laws and analysis of DC and AC circuits. Physical properties, electrical characteristics and circuits of discrete and integrated electrical and electronic devices. Design and construction of circuits with instrumentation applications. Three hours lecture/discussion and two three-hour laboratories per week. Prerequisites: PHYS 222 and MATH 202 or 232 and MATH 222 or CMPS 221 or ENGR 162 (MATH 203 or 233 recommended).

ENGR 240 Analytic Mechanics, Statics (5)
Fundamental principles of force systems acting on particles and rigid bodies in static equilibrium. Applications to structural and mechanical problems, both two-dimensional and three-dimensional. Five hours lecture/discussion. Prerequisites: PHYS 221, Prerequisite or corequisite: MATH 202 or 232.

ENGR 241 Analytic Mechanics, Dynamics (5)
Topics include vector representation of kinematics and kinematics of particles; Newton's laws of motion; force-mass-acceleration, work-energy, and impulse-momentum methods; kinematics of systems of particles; kinematics and kinetics of rigid bodies. Five hours lecture/discussion per week. Prerequisites: ENGR 240.

ENGR 243 Mechanics of Materials (5)
This course covers stress and strain and mechanical properties of materials. The axial load, torsion, bending and transverse shear; combined loadings; stress transformation; pressure vessels, deflection of beams and shafts; and buckling of columns are reviewed as well. Five hours lecture/discussion per week. Prerequisites: ENGR 240.

ENGR 244 Properties of Materials (5)
Structure of matter. Physical and mechanical properties of materials including metals, polymers, ceramics, composites, and electronic materials. Equilibrium diagrams. Materials selection, corrosion phenomena. Heat treatment, cold deformation, brittle-ductile fracture behavior. Three hours lecture/discussion, two three-hour laboratories. Prerequisites: MATH 201, PHYS 221, CHEM 211and 211L.

ENGR 270 Introduction to CAD in Engineering (3)
Use of computer-aided design software, such as AutoCAD, in engineering. CAD concepts including drawing setups, commands and system variables, layers and object properties, 2-dimensional entity creation, coordinate systems, creating objects, drawing with precision, plotting, and editing methods are applied to a variety of engineering applications. Two hours lecture/discussion and three hours laboratory per week.

ENGR 271 Intermediate CAD in Engineering (3)
Intermediate topics in computer-aided design using AutoCAD. Introduction to 3-dimensional drawing and modeling with engineering applications, adding text to drawings, creating dimensions, using blocks and external references, managing content with Autocad Design Center, creating a layout to plot, plotting your drawings, working with raster images, creating compound documents with OLE, and using other file formats. Two hours lecture/discussion and three hours laboratory per week. Prerequisite: ENGR 270.

Upper Division

ENGR 300 Engineering Modeling and Analysis (5)
Formulation of mathematical models for engineering systems; applying mass, momentum, and energy balances to derive governing differential equations; solution of differential equations and eigenvalue problems typically encountered within an engineering context; solving equations with the use of spreadsheets and other numerical computing environments such as Matlab; fitting linear and nonlinear models to experimental data; concepts in probability and statistics. Four hours lecture/discussion and one three-hour laboratory per week. Prerequisites: CMPS 221 or ENGR 162, PHYS 222.

ENGR 301 Numerical Methods and Applications in Engineering (5)
Formulation and solution of mathematical models for engineering systems, continuation from ENGR 300. Numerical methods including: interpolation and polynomial approximation, numerical differentiation and integration, numerical solution of ordinary differential equations. Advanced methods in a numerical computing environment and computer-aided design. Four hours lecture/discussion and one three-hour laboratory per week. Prerequisite: ENGR 300.

ENGR 307 Principles of Electronics (5)
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. Three hours lecture/discussion and two three-hour laboratories per week. Prerequisites: ENGR 207.

ENGR 310 Thermodynamics (4)
Properties of working fluids and fundamental relations for processes involving the transfer of energy. First and second laws of thermodynamics, irreversibility and availability. Four hour lecture/discussion per week. Prerequisites: PHYS 222.

ENGR 320 Fluid Mechanics (5)
Hydrostatics and fluid dynamics. Viscous flow, boundary layer concepts, lift and drag, laminar and turbulent flow, compressible flow. Experiments involving flow measurement and control, conservation equations, pressure and velocity distributions, dimension analysis for lift and drag. Four hours lecture/discussion, one three hour laboratory. Prerequisites: ENGR 300, 310.

ENGR 330 Heat Transfer (4)
Introduces the analysis of steady and transient heat conduction, forced and natural convection, radiation heat transfer, and design of heat exchangers. Analytical and numerical methods in heat transfer and fluid mechanics. Topics include heat conduction and convection, gaseous radiation, boiling and condensation, general aspects of phase change, mass transfer principles, multimode heat transfer and the simulation of thermal fields, and the heat transfer process. Four hours lecture/discussion per week. Prerequisites: ENGR 320.

ENGR 340 Soil and Water Resource Management (4)
Soil and water management systems and practices including hydrology, surface drainage, open channels, and erosion, subsurface drainage, impoundments and irrigation. Four hours lecture/discussion per week. Prerequisites: ENGR 240. Prerequisite or corequisite: ENGR 300 or consent of instructor.

ENGR 341 Engineering Principles of Agricultural Machines (3)
Application of machine systems to agricultural production and biological processing. Functional design and analysis of equipment. This course is designed to provide a broad foundation for understanding machine system. Machine systems are an integral part of many agricultural operations from field production to post-harvest processing, storage, transportation, and bio-based processing. Three hours lecture/discussion per week. Prerequisite or corequisite: ENGR 240 or consent of the instructor.

ENGR 342 Bioprocess Engineering (4)
Engineering principles, processes and techniques for using biological agents such as cells, enzymes or antibodies for the production of chemicals, food, biofuels and pharmaceuticals, and waste treatment. The course includes stoichiometry and kinetics of reactions that employ biological agents; design, analysis and operation of reactors; and product recovery and purification. Four hours lecture/discussion per week. Prerequisites: ENGR 240, CHEM 211, 211L or consent of the instructor.

ENGR 351 Fundamentals and Transport in Petroleum Engineering (5)
Introduction to fundamental concepts in petroleum engineering. Topics include the origin, migration and accumulation of petroleum, properties of reservoir rocks and fluids. Introduces petroleum exploration, reservoir engineering, drilling technology, well completion, and production engineering. Five hours lecture/discussion per week. Prerequisites: CHEM 211, 211L, PHYS 221, and MATH 202 or 232, or consent of the instructor.

ENGR 401 Senior Laboratory (1)
Experimental evaluation and analysis of the performance of energy systems, such as heat exchangers, pumps, internal combustion engines, and refrigerators. Three hours of laboratory per week. Prerequisite or corequisite: ENGR 330.

ENGR 405 Machine Design (5)
This course is an introduction to the principles of mechanical design. Methods for determining static, fatigue, and surface failure are presented. Analysis and selection of machine components such as shafts, keys, couplings, bearings, gears, springs, power screws, and fasteners is covered. Five hours lecture/discussion per week. Prerequisites: ENGR 241, 243, 300.

ENGR 410 Power Systems Analysis (4)
Fundamentals, power transformers, transmission lines, power ûow, fault calculations, power system controls. Unbalanced networks, symmetric and unsymmetrical faults, transient transmission line modeling, system protection. Four hours lecture/discussion per week. Prerequisite: ENGR 207.

ENGR 420 Operations Research (4)
Introduction to deterministic optimization modeling and algorithms in operations research. Emphasis on formulation and solution of linear programs, networks ows, and integer programs. Introduction to probabilistic models in operations research. Emphasis on Markov chains, Poisson processes, and their application to queueing systems. Four hours lecture/discussion per week. Prerequisites: ENGR 300.

ENGR 422 Project Management (4)
Projects are unique, strategically important, complex endeavors with denite beginning and ending dates. The course develops the skills required to manage the component processes of a project throughout its life cycle: scope, time and sequencing, cost, quality, human resources, communications, risk, procurement, and project integration management. The project life cycle encompasses development of the initiative out of strategic planning activities, articulation of project goals and objectives, planning project components and their integration, execution and control, project close out, and follow-up activities. Four hours lecture/discussion per week. Prerequisites: Senior standing in Engineering Sciences.

ENGR 424 Quality Management (4)
An overview of management literature relating to quality planning, quality control, quality assurance, and quality improvement. A consideration of the core principles and methods common to most quality improvement programs and their relationship to management principles. Comparison of prevalent quality improvement programs such as ISO9004: 2008, SixSigma, and TQM and the Malcolm Baldrige Standards. Case studies. Four hours lecture/discussion per week. Prerequisites: Senior standing in Engineering Sciences.

ENGR 426 Economics of Engineering Design (4)
Cost measurement and control in engineering studies. Basic accounting concepts, income measurement, and valuation problems. Manufacturing cost control and standard cost systems. Capital investment, engineering alternatives, and equipment replacement studies. Four hours lecture/discussion per week. Prerequisites: MATH 201 or 231.

ENGR 440 Biological Systems Applications (4)
Principles of heat and mass transfer in the context of biological (biomedical/bioprocessing/bioenvironmental) systems. Physical understanding of transport processes and simple reaction rates with application to examples from plant, animal, and human biology. Four hours lecture/discussion per week. Prerequisites: CHEM 211, 211L and BIOL 100, 103, 201, 202, or 203. Prerequisite or corequisite: ENGR 320 or consent of the instructor.

ENGR 441 Environmental Engineering (4)
An introduction to environmental engineering, including: water usage and conservation; water chemistry including pH and alkalinity relationships, solubility and phase equilibria; environmental biology; fate and transport of contaminants in lakes, streams and groundwater; design and analysis of mechanical, physicochemical and biochemical water and wastewater treatment processes. Three hours lecture/ discussion and one three hour laboratory per week. Prerequisites: CHEM 211, 211L and BIOL 100, 103, 201, 202, or 203. Prerequisite or corequisite: ENGR 320 or consent of the instructor.

ENGR 442 Food and Bioprocess Engineering Unit Operations (4)
Principles of the engineering design, testing and analysis of unit processing operations employed in the food and bioprocess industries, such as sterilization, pasteurization, freezing/refrigeration, drying, evaporation, and fermentation, along with physical, chemical and phase separations. Design and analysis of thermal, freezing, evaporation, dehydration; and mechanical, chemical and phase separations processes as governed by reaction kinetics and rheology of food and biological materials. Three hours lecture/discussion and one three hour laboratory per week. Prerequisites: CHEM 211, 211L, BIOL 100, 103, 201, 202, or 203, or consent of the instructor. Prerequisite or corequisite: ENGR 330.

ENGR 452 Petroleum Production Engineering (4)
Covers topics in modern petroleum production engineering, including production technologies, production equipment, equipment design and optimization, well completion, tubing design, well performance evaluation (productivity index), inflow performance relationships (IPR), artificial lift and surface facilities. Four hours lecture/discussion per week. Prerequisite: ENGR 351 or consent of the instructor.

ENGR 453 Reservoir Engineering (5)
Fundamental equations of fluid flow through porous media, reservoir material balances, aquifer influx, well testing, and decline curve analysis. Methods for forecasting reservoir performance are covered using analytical models. Five hours lecture/discussion per week. Prerequisites: MATH 203 or 233, and ENGR 351, or consent of the instructor.

ENGR 454 Drilling Engineering and Completion Technology (5)
Fundamentals of drilling equipment, engineering design calculations, wellbore diagrams, drilling fluids, cement calculations, and casing design. Additional topics such as directional drilling as well as completion technologies are covered using practical examples and field applications as applied in the oil and natural gas well drilling operations. Four hours lecture/discussion and one three-hour laboratory per week. Prerequisites: ENGR 244, and 351, or consent of the instructor.

ENGR 477 Special Topics in Engineering Sciences (1-4)
This course will often be used to supplement other courses with additional work at a more advanced level. May be repeated in different topics. Prerequisite: Permission of instructor.

ENGR 490A Senior Design Project A (2)
Selection and initiation of an engineering design project under faculty supervision. Collaborative projects with local industry partners are encouraged. Projects are presented in a formal report and in a formal presentation. Two hours lecture/ discussion per week. Prerequisite: ENGR 240, Prerequisite or corequisite: ENGR 330.

ENGR 490B Senior Design Project B (2)
Project under faculty supervision. Collaborative projects with local industry partners are encouraged. Projects are presented in a formal report and in a formal presentation. This course is a continuation of ENGR 490A. Two hours lecture/discussion per week. Prerequisite: ENGR 490A.

ENGR 490C Senior Design Project C (2)
Completion of a project under faculty supervision. Collaborative projects with local industry partners are encouraged. Projects are presented in a formal report and in a formal presentation. This course is a continuation of ENGR 490B. Two hours lecture/discussion per week. Prerequisite: ENGR 490B.

Lower Division

ENGL 80 Reading and Writing (5)
Designed to improve reasoning, reading, and writing skills. Helps students build a strong foundation in these skills for successful performance in college. This course may be taken for credit toward full-time status but does not count toward the baccalaureate degree. Prerequisite: Total English Placement Test score between 120-137.

ENGL 90/97 English as a Second Language (5)
Prepares non-native English speaking undergraduate (ENGL 90) and graduate students (ENGL 97) for university level coursework. ENGL 90/97 concentrates on the development of English literacy skills. Students combine sentences, summarize and critique academic texts, write several short papers, and gain experience with academic research while writing a short research paper. They also develop skills in editing the grammar and mechanics of written English. Required of international students whose English Placement Test score is T141 or below.

Note: ENGL 90/97 is offered through the Intensive English Language Center (IELC) in Extended University. Students must register directly with IELC at (661) 654-2014.

ENGL 99 Critical Thinking and Writing (5)
Study of rhetorical patterns as critical thinking strategies to help students develop effective college-level writing skills. Frequent short papers in a variety of essay modes are assigned, and the fundamentals of grammar, usage, punctuation, and spelling are reviewed as necessary. Prerequisite: Total English Placement Test score between 138-146 OR a grade of C- or higher in English 80 or 90.

ENGL 101 Introduction to Literature: Texts and Contexts (5)
Introduction to major literary works as they embody traditional forms and literary devices and as they express enduring themes in social, historical, or aesthetic contexts. Includes the study of one or more of the four basic genres (poetry, fiction, drama, and nonfiction prose). Focus of the course will be indicated in the class notes section of the class search (e.g. Intro. to Lit.: Fiction and Non-Fiction, or Intro. to Lit.: Poetry.) Focus placed on literary terminology and the development of analytical research skills. Prerequisite: ENGL 110 or the equivalent. **GE C4**

ENGL 110 Writing and Research (5)
Practice in expository writing, including the college term paper. Includes frequent reading and writing assignments. Prerequisite: ENGL 99 with a grade of "C" or better or equivalent; a total English Placement Test score of 147 or higher; a score of 500 or above on the critical reading section of the College Board SAT Reasoning Test; a score of 22 or above on the American College Testing (ACT) English Test; a score of "Exempt" or "Ready for college-level English courses" on the CSU Early Assessment Program (EAP) taken along with the English Language Arts California Standard Test in grade 11; a passing score on the Bakersfield College English Placement Test. **GE A2**

Note: The following earns credit and exempts students from ENGL 110: a score of 3 or above on the Language and Composition examination of the College Board Scholastic Advanced Placement Program (AP); the following earns credit and exempts students from ENGL 110 and 101: a score of 3 or above on the Literature and Composition examination of the College Board Scholastic Advanced Placement Program (AP); a score of 4 or better on the International Baccalaureate (IB); completion and transfer to CSU of the credits for a college course that satisfies the CSU General Education requirement in English Composition, provided such a course was completed with a grade of "C" or better. A score of 4 or better on the International Baccalaureate (IB) gives students credit for ENGL 110.

ENGL 200 The English Major and Career Opportunities (1)
Introduction to requirements and basic methods in the major, and an exploration of career opportunities for English majors in a variety of professions, including teaching English as a second language, college teaching, gaming writer, content provider, editor, publisher, public relations, journalism, research, law, library and information science, etc. May include preparation of resumes and cover letters and career research. Required for majors in English Language and Literature. Offered as a hybrid or online course on a credit /no credit basis only.

ENGL 201 The English Major with Credential Emphasis (1)
Introduction to the English Major with Credential Emphasis (EMCE), including examination of Standards and curricular requirements for secondary school English teachers. Required for credential majors. Offered on a credit/no-credit basis only.

ENGL/COMM 203 Introduction to Film Studies (5)
An introduction to the richness and diversity of cinema's past and present through close viewing and active discussion of American and international films. Students learn about key critical approaches, cinematic innovation, and the foundations of cinematic language (including narrative, editing, sound, cinematography, and acting) in order to actively "read" movies within social, historical and aesthetic contexts.

ENGL 204 American Literature Survey I (5)
Survey of selected works of American literature from colonization to the Civil War, with particular emphasis on major figures and movements from the early and late colonial, early national, and romantic periods, including such subcategories as the literature of exploration, the Puritans, the American Enlightenment, and the American Renaissance. Prerequisite: ENGL 110 or the equivalent. **GE C4**

ENGL 205 American Literature Survey II (5)
Survey of selected works of American literature from the Civil War to the present, tracing the development of American poetry, fiction, non-fiction, and drama, with particular emphasis on major figures and movements such as realism, naturalism, the literature of the Gilded Age, modernism, and postmodernism, including such sub-categories as regionalism, the literature of rural and urban landscape, transcontinental modernism, and the modern and postmodern avant-garde. Prerequisite: ENGL 110 or the equivalent. **GE C4**

ENGL 207 Ethnic-Minority American Literature (5)
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. Prerequisite: ENGL 110 or the equivalent. This is a writing intensive class. **GE C4**

ENGL 208 British Literature Survey I (5)
Survey of major works and major writers from the Anglo-Saxon period to the Restoration. Prerequisite: ENGL 110 or the equivalent. **GE C4**

ENGL 209 British Literature Survey II (5)
Survey of major works and major writers from the Restoration through the modern and contemporary era. Prerequisite: ENGL 110 or the equivalent. **GE C4**

ENGL 235 Shakespeare's World (5)
Introduction to the world in which Shakespeare lived and wrote. Using an interdisciplinary approach which brings together English literature, theatre, and media (video recordings 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/viewing of three selected plays. This is a writing intensive class. **GE C4**

ENGL 272 Introduction to Creative Writing (5)
Introduction to the theory and practice of creative writing, including poetry, fiction, and non-fiction prose. Prerequisite: ENGL 110 or the equivalent. **GE C4**

ENGL 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 postgraduate students. Interested students should contact the department office.

ENGL 290 Introduction to World Literature (5)
An introduction to the study of world literature in English translation. Texts represent a variety of authors and eras, cultural contexts, and the major genres (poetry, fiction, drama). Fundamental emphasis will be placed on method-the techniques of comparative analysis and interpretation. Prerequisite: ENGL 110 or the equivalent. **GE C4**

ENGL 294 Masterpieces of Early Western World Literature: The Greeks to the Renaissance (5)
Representative masterworks from key periods of Western culture from the Greeks to the Renaissance (including all the major genres-poetry, fiction, drama) studied from the vantage point of both their historical significance 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. Prerequisite: ENGL 110 or the equivalent. This is a writing intensive class. **GE C4**

ENGL 295 Masterpieces of Late Western World Literature: The Enlightenment to the Present (5)
Representative masterworks from key periods of Western culture since the Enlightenment (including all the major genres-poetry, fiction, drama) studied from the vantage point of both their historical significance 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. Prerequisite: ENGL 110 or the equivalent. This is a writing intensive class. **GE C4**

ENGL 299 Individual Study (variable units)

Upper Division

ENGL 300 Critical Approaches to Literature (5)
Introduction to various critical approaches and aesthetic theories used in the study of literature. This survey may include, but is not limited to, a history of literary aesthetics from the classical to modern periods, and/or contemporary theoretical paradigms that are influential in literary studies today. Twentieth and twenty-first century approaches may include historicist (old and new), traditional humanist, formalist, deconstructionist, psychoanalytic, feminist, Marxist, postcolonial, among others. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295.

ENGL 301 Teaching High School English Language Arts (5)
Provides pre-service teachers with background knowledge, theoretical foundations, and pedagogical skills essential to develop a principled framework of practice that reflects a deep understanding about teaching and learning in the High School English Language Arts classroom. This course is required for all students in the English single-subject program, the English Major with Credential Emphasis (EMCE). The course is open only to students in the EMCE program. Prerequisite: Grade of "C" or higher in ENGL 110 or its equivalent.

ENGL 305 Modes of Writing (5)
An online course in effective expository writing. Emphasis on writing as a process. This course counts toward the Teacher Preparation Programs in Liberal Studies and Child Development but does not count toward the major or minor. Prerequisite: Grade of B or higher in ENGL 110 or its equivalent and upper-division standing. **GWAR**

ENGL 310 Advanced Writing (5)
Comprehensive study of the techniques of effective expository writing. Emphasis on development of prose style. Frequent writing exercises, both in and out of class. This course counts toward the Teacher Preparation Programs in Liberal Studies and Child Development but does not count toward the major or minor. Prerequisite: ENGL 110 or the equivalent and upper-division standing. **GWAR**

ENGL 311 Writing Literary Analysis (5)
Intensive development of writing skills in English as a discipline, specifically literary analysis and criticism. Students practice writing about literature, nonfiction, and film using basic principles of close reading, formalist attention to literary techniques and structure, and appropriate critical approaches. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295, and upper division standing. **GWAR**

ENGL/LING 319 Structure of English (5)
Systematic examination of Modern English phonology, morphology and syntax. Prerequisite: ENGL 110 or the equivalent.

ENGL 320 Medieval English Literature: 450-1500 (5)
English literature from the beginning 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. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 325 Chaucer (5)
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. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 330 Renaissance English Literature: 1500-1660 (5)
Overview of the literary genres and generic developments of the sixteenth- and early seventeenth century. Focusing upon major writers such as Wyatt, Sidney, Spenser, Lanyer, Donne, and Herbert this course explores the relationship between their imaginative achievements and the literary, religious, and political contexts in which these works were written and read. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295.

ENGL 335 Shakespeare I (5)
Introduction to Shakespeare's literary and theatrical world which may include lecture; discussion; video recordings; local productions; analysis of themes, sources, language and other traditional literary approaches; in-class acting exercises; and selected performance aspects (such as blocking, staging, costumes, and set design). Selected readings in the tragedies, comedies, and histories. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295.

ENGL 336 Shakespeare II (5)
Introduction to Shakespeare's literary and theatrical world which may include lecture; discussion; video recordings; local productions; analysis of themes, sources, language and other traditional literary approaches; in-class acting exercises; and selected performance aspects (such as blocking, staging, costumes, and set design). Selected readings in the tragedies, comedies, and histories. Selections different from those read in ENGL 335, which is not prerequisite. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295.

ENGL 337 Milton (5)
Study of Milton's evolution as a writer in order to track the various religious, political, and literary influences upon his work. This study of Milton culminates in selected readings from his greatest work, Paradise Lost. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295.

ENGL 340 Restoration and Eighteenth-Century English Literature: 1660-1785 (5)
Literature of Neoclassicism and of sensibility in England. Satire, drama, poetry, the novel, the essay. Selected studies in Dryden, Behn, Congreve, Finch, Swift, Pope, Montagu, Addison and Steele, Richardson, Johnson, Gray, Cowper, and others. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 350 Romantic English Literature: 1785-1837 (5)
Literature of the "age of revolutions" in England. Selected studies in Wollstonecraft, Blake, Smith, Wordsworth, Coleridge, Keats, Shelley, Byron, and others. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 351 Victorian English Literature: 1837-1901 (5)
Studies in Tennyson, Browning, Arnold, Dickens, the Pre-Raphaelites, Wilde, and other major figures. Literature, criticism, and social history. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 360 Modern English Literature: 1901-1945 (5)
Literature of the Edwardian and Georgian period in post-Victorian England. The novel, drama, and poem as instruments of artistic and social comment. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 361 Contemporary English Literature: 1945 to the Present (5)
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: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 362 Literature as Mirror of Society: Studies in Contemporary Fiction (5)
Intensive critical examination of the major social themes and ideas explored in major contemporary fiction. Texts chosen 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. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status and ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. This is a writing intensive class. **GE T2**

ENGL 363 Literature and Technology (5)
A study of the relationships between literature, science, and technology. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status and ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. **GE T2**

ENGL 364 Studies in Fiction: The African-American Experience (5)
Intensive examination of African-American experience as portrayed in fiction and critical essays using various critical approaches (e.g., multicultural, postcolonial, mythological, historical, and formalist). Such themes as slavery, alienation, religion, and the triumph of the spirit will be explored. As we discuss African-American experience in the selected fiction, we will also be engaged in comparative analysis of the images of Blacks presented in selected major non-Western literatures. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. This is a writing intensive class. **GRE**

ENGL 365 Literature of Slavery (5)
Intensive, critical examination of slave literatures (novels, short stories, poetry, and autobiography) using various approaches, e.g., historicist, formalist, and multicultural. Such themes as emancipation, identity formation, myths about Africa, and images of Blacks are explored in works which originate from such diverse sociopolitical and cultural backgrounds as Africa, South America, England, America, Cuba, and the Caribbean. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status and ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. **GE T2**

ENGL 366 Ethnic Literatures (5)
Intensive examination of the experiences of writers both in the U.S. and abroad who are concerned with issues of race, ethnicity, class, and gender in their fiction, non-fiction, and poetry. Includes a range of writers, literary works, movements, and contexts that represent diverse and often marginalized cultural voices. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status and ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. **GE T2**

ENGL 367 Queer Literature (5)
Study of literature by and concerning queer persons (gay, lesbian, bisexual, transsexual). Consideration of changing gender identities in different periods and cultures; examination of the connections between literary representation, culture, and individual experience. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, 295.

ENGL 369 World Literature in English (5)
Study of major English-language works written outside of Britain and the United States in locations such as Africa, Australia, Canada, Ireland, New Zealand, South Asia, and the Caribbean. The course takes the form of a global survey or else focuses on the literature of a single nation. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, 295.

ENGL 370 Literature by Women of Color (5)
Extensive examination of the experiences of women of color both in the U.S. and abroad as portrayed in their fiction, nonfiction, and poetry and as interpreted in feminist and ethnic literary theory and criticism. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. This is a writing intensive class. **GRE**

ENGL 372 Studies in Chicano Literature (5)
Extensive examination of the experiences of Chicana and Chicano writers as portrayed in their fiction, drama, poetry, and film and as interpreted by current ethnic literary theory. Course also includes study of the socio-cultural milieu from which the literature emerged. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 373 Women in Literature and Film (5)
Study of 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. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status and ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. This is a writing intensive class. **GE T2**

ENGL 374 Gender in Literature and Film (5)
Investigation of gender identity as represented in literature and film. This course examines what forces can be understood as shaping gender (roles, functions, expectations) and what may be perceived as inherent or natural to an individual identity; addresses apparently changing identities in different cultures and periods; considers connections between literary and visual representation, gender, culture, and lived experience. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, 295. **GRE**

ENGL 375 Studies in a Major Author or Group (5)
Intensive study of the works of a single major author or of a group of closely associated writers. Specific topic determined by instructor. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. May be repeated for different course content.

ENGL 380 Major American Authors: Beginnings to the Civil War (5)
Study of selected poetry, fiction, non-fiction, and drama from the 1600s to 1865, with particular emphasis on major figures and movements from the early and late colonial, early national, and romantic periods. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 381 Major American Authors: Civil War to World War I (5)
Study of selected poetry, fiction, non-fiction, and drama from the Civil War to 1914, with particular emphasis on major figures, as well as movements such as realism, naturalism, and the literature of the Gilded Age and the Progressive Era. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 382 Major American Authors: Twentieth Century to the Present (5)
Study of selected poetry, fiction, non-fiction, and drama from 1900 to the present, with particular emphasis on major figures, as well as movements such as late naturalism, modernism, and postmodernism. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 385 Literature of the American South (5)
Literature of the ante-bellum and post-bellum South, focusing on the distinctive features of southern culture as they appear in major works of fiction, non-fiction, poetry, and drama. A representative selection of works from the early nineteenth century, the era of Reconstruction, and the modern period. Special emphasis placed on the Southern Renaissance of the twentieth century, with particular attention to the southern gothic and southern grotesque, as well as to issues of cultural decay and regeneration, racial tension, religion, and psychological trauma. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 386 Literature of the American West (5)
Literature of the American borderlands, focusing primarily on the evolving representations of the "wilderness," the "frontier," and the "west." A representative selection of fiction, non-fiction, poetry, and drama from the age of exploration, the Enlightenment period, and the nineteenth century. Special emphasis placed on modern and contemporary writers from the Rocky Mountains to the Pacific Coast, with particular attention to ethnic identify, western landscape, environmental issues, and western mythology. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 391 Bible as Literature (5)
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: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 392 International Folk Narrative (5)
Survey of the various genres of oral narratives and an examination of their historical and social significance as well as their influence on literature. Emphasis on studying the universal motifs of folk narratives and contrasting the folk narratives of different cultures. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 393 World Mythology (5)
Survey of the various kinds of mythical discourse throughout the world and the changing nature of "myth" itself. The recurrence of ancient myths in modern thought and literature is stressed. Mythology of the Greeks and Romans is emphasized as found in Homer, Virgil, and Ovid and other Classical writers. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 395 Writing Nature: Literature and the Environment (5)
Exploration of the intersection between literature and nature, looking closely at such issues as literary interpretations of the land, the imposition of cultural/ideological influences on the representation of nature, narratives of exploration and discovery, and the importance of gender, race, and ethnicity in a literary relationship to nature. In addition to literary texts, course readings may include essays, histories, diaries, letters, film, and photographic collections. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status and ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295. **GE T2**

ENGL 396 Gothic Worlds (5)
Study of the late eighteenth-century literary movement known as the "gothic revival" in England. During this period, authors explored the darker themes of death, decay, fear, melancholy and all manner of nightmarish scenarios. This course examines the movement's cultural origins as well as its widespread popularity into the early nineteenth century and beyond. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 397 Selected Readings in Western and Non-Western Literature I (5)
Study of representative works of world literature from the earliest literature to the 17th century. The course focuses on the literary and cultural significance of selected great works in Western and non-Western literary traditions. The broad aim of the course is to highlight universal themes and to identify the historical and cultural contexts that give specificity to each work. ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 398 Selected Readings in Western and Non-Western Literature II (5)
Study of representative works of world literature from the seventeenth century to the present. The course focuses on the literary and cultural significance of selected great works in Western and non-Western literary traditions, including works by women and ethnic minorities. The broad aim of the course is to highlight universal themes and to identify the historical and cultural contexts that give specificity to each work. ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 404 Creative Writing (5)
Experimental writing, investigation, and discussion of creative writing and the creative process, with individual and group analysis of student work. Course focuses on poetry, fiction, or drama. ENGL 101 or the equivalent or one course from ENGL 205, 207, 272,208, 290, 294, or 295. May be repeated for different course content.

ENGL 409 Theories of Reading Literature (5)
This course investigates reading theory and pedagogy for secondary and higher education. The course also examines the many ways students negotiate meaning while reading difficult texts, literary and expository; consider various reading strategies and the way these strategies affect student outcomes; and addresses the role of reading in high school English and college composition classes. The course is open only to students in the English single-subject program and does not satisfy the GWAR.

ENGL 410 Reading, Writing, and Speaking for Teachers (5)
This course teaches the concepts of good reading, writing, and speaking, based on current research in the field, and then helps students discover effective strategies for teaching these related skills and concepts. It focuses primarily on expository reading and writing, with some emphasis on adjusting different purposes for communicating to specific audiences. This course is required for all students who plan to teach English in California secondary schools and does not satisfy the GWAR. The course is open only to students in the English single-subject program.

ENGL/LING 411 Writing in a Second Language (5)
Examination of second language writing as both a process and a product. Considerable emphasis placed on grammatical errors in writing and how to teach students to edit their own writing within the process of writing. Prerequisite: ENGL/LING 319 or 415 or its equivalent. ENGL/LING 418 is recommended.

ENGL/LING 413 Morphology (5)
Morphology is the branch of linguistics dealing with the analysis of word structure. The course examines the common word-formation processes of inflection, derivation, infixing, compounding, and reduplication within the context of the lexical, metrical, and prosodic theoretical approaches. Emphasis is also placed on the interrelationship between morphology, the lexicon, phonology, and syntax. Prerequisite: ENGL/LING 319 or 414 or 415 or the equivalent.

ENGL/LING 414 History of the English Language (5)
The development of English phonology, morphology, syntax, spelling, and vocabulary from the Old English period to the present. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status. **GE T2**

ENGL/LING 415 General Linguistics (5)
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 first and second language acquisition and the relationship between language and culture. Prerequisite: ENGL 110 or the equivalent.

ENGL/LING 416 Phonology (5)
Theoretical analysis of phonetics and phonology including distinctive features, patterns, systems, and processes of language within the framework of current generative phonological approach. Examples drawn from English and other languages. Prerequisite: ENGL/LING 319 or 414 or 415 or the equivalent.

ENGL/LING 417 Syntax (5)
Introduction to generative syntactic theory. Students learn to draw tree diagrams and write transformation rules for sentences according to Chomsky's Aspects model. Toward the end of the course, students learn the basic principles of the Government-Binding model. There is a heavy emphasis on analyzing syntactic data—some from languages other than English. Prerequisite: ENGL/LING 319 or 414 or 415 or the equivalent.

ENGL/LING 418 Second Language Acquisition (5)
This class discusses the conscious and unconscious process of learning a second language after the first language has already been acquired, examines the influence of first language acquisition on second language development, explores issues in second language literacy, examines second language assessment/testing techniques and syllabus design, and explores the major theories which support second language acquisition. Topics include cognitive, affective, and sociocultural factors, interlanguage, the Critical Period Hypothesis, Contrastive Analysis, error correction, simplified input, and acculturation. Prerequisite: ENGL/LING 319 or 414 or 415 or the equivalent.

ENGL/LING 419 Interlanguage (5)
Examination of the grammars of second language learners as independent, yet systematic, language systems. Stress on how interlanguages evolve over time and the roles of such factors as language transfer, universal grammar, and markedness. Prerequisite: ENGL/LING 319 or 415 or the equivalent. ENGL/LING 418 is recommended.

ENGL/LING 420 Sociolinguistics: Language, Society, and Education (5)
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 is included. Prerequisite: ENGL/LING 319 or 414 or 415 or permission of instructor. **GRE**

ENGL/LING 421 Semantics and Pragmatics (5)
Semantics deals with word-level and sentence-level meaning, while pragmatics is concerned with language use in different contexts and the reasons speakers vary their language in particular ways. Emphasis is placed on discovering how semantic and pragmatic structure interfaces with syntax, examining the systematic ways in which languages structure and encode meaning in words, sentences, and longer stretches of discourse. Prerequisite: ENGL/LING 319 or 414 or 415 or the equivalent.

ENGL/LING 422 Historical Linguistics (5)
Historical linguistics examines language change at different levels, including phonological, morphological, syntactic, semantic, and lexical change. The course also discusses such concepts as language contact and borrowing, comparative language reconstruction, language relatedness, and language families. Examples are drawn from both Indo-European and non-Indo-European languages. Prerequisite: ENGL/LING 319 or 414 or 415 or the equivalent.

ENGL 460 History of Film (5)
An institutional, aesthetic, cultural and political history of motion pictures from the pre-history of the medium to the contemporary moment. Various national and cultural contexts are considered. Cross-listed as COMM 460. Prerequisite: ENGL 110 or the equivalent. This is a writing intensive class.

ENGL 469 Modern African Literature (5)
Examination of the works of contemporary African writers. Selected literary works of such authors as Chinua Achebe, Wole Soyinka, and Yambo Ouologuem studied. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 470 Studies in Nineteenth-Century Children's Literature (5)
Examination of nineteenth-century classics of children's literature. Works covered include texts by Lewis Carroll, Frances Hodgson Burnett, and Robert Louis Stevenson and texts within and outside the main Western tradition. This course uses principles of literary criticism and analysis to examine literature written for children but also addressed to adults. It focuses on escapism versus realism, male versus female authors, and the social and cultural contexts out of which children's literature evolved. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 471 Studies in Twentieth-Century Children's Literature (5)
Examination of twentieth-century classics of children's literature. Works covered include texts by L. Frank Baum, A. A. Milne, C. S. Lewis, and J. R. R. Tolkien and texts within and outside the main Western tradition. The course uses principles of literary criticism and analysis to explore realism and fantasy, social allegory, and the motif of the quest or journey. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 472 The Young Adult Novel (5)
This course considers works published for and about teenagers, including Louisa M. Alcott's Little Women, L. Montgomery's Anne of Green Gables, J. D. Salinger's Catcher in the Rye, and J. K. Rowling's Harry Potter. The course uses principles of literary criticism and analysis to explore the Bildungsroman techniques and elements of social satire found in nineteenth- and twentieth-century young adult fiction. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 473 Children's Literature and International Myth, Folk Tale, and Film (5)
This course uses principles of literary criticism and analysis to examine myths, folk tales, nursery rhymes, and films from diverse countries and the ways in which they express and shape collective values. Works covered include fairy tales, the oral tradition, fables within and outside the Western tradition, and international films. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 475 Studies in Fiction (5)
This course focusing on the historical development and formal features of the novel and/or the short story. Specific works to be determined by the instructor. Prerequisites Completion of General Education Areas A, B4, and C and upper division status and ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295. **GE T2**

ENGL 476 Poetry (5)
Studies in the form, structure, and themes of poetry by poets from around the world and across the centuries. Readings in the criticism of poetry and practice in writing poetic analysis. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

ENGL 477 Topics in Literature (5)
Focused study of a particular theme or genre in literature. Specific topic determined by instructor. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. May be repeated for different course content.

ENGL 478 Drama (5)
Studies in the form, structure, and of drama playwrights from around the world and across the centuries. Readings in the criticism of drama and practice in writing literary analysis of plays. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

HUM 479 Literature and the Other Arts (5)
An interdisciplinary seminar in a selected topic, period, or style 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 English, Art, or Performing Arts. Prerequisite for English credit: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. Prior approval of the department needed for credit in Art and Performing Arts.

ENGL 480 Advanced Technical Communication (5)
Principles and practices of writing particular to science and technology. Includes expanded definitions, technical descriptions, process explanations, instruction pamphlets, manuals, laboratory reports, proposals, and presentations. Cross-listed as COMM 480. Prerequisite: COMM 304.

ENGL 481 Advanced Business Communication (5)
Principles and practices of writing 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. Cross-listed as COMM 481. Prerequisite: COMM 304.

ENGL 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.

ENGL 490 Senior Seminar (5)
A capstone seminar concerned with the integration and consideration of the English major. The course may explore the nature of the discipline, the relationship of various courses and traditions considered within the major, or other more focused special topics such as an in-depth exploration of a major author or group. The course will include an assignment or assignments that assess the major as a whole. Prerequisites: ENGL 300, and senior standing, and/or consent of instructor.

ENGL 491 Senior Seminar for Prospective Teachers (4)
Designed for majors selecting the Credential Emphasis, this course emphasizes the practice and development of writing skills in English as a discipline, specifically literary analysis and criticism, and may be focused on a special topic, author, or group of authors. Students practice writing about literature, nonfiction, and film using basic principles of close reading, formalist attention to literary techniques and structure, and appropriate critical approaches. Prerequisites: ENGL 300 and senior standing and/or consent of the instructor.

ENGL/LING 492 Senior Seminar in Linguistics (4)
Linguistics majors design and carry out their own research projects under the supervision of the instructor. Each student selects a branch of the discipline (phonology, morphology, or syntax) as a basis to study a specific linguistic phenomenon. Each student also chooses a language in which to analyze the phenomenon. Projects may be theoretical or applied in nature. Students begin by surveying the existing work on their chosen phenomenon. Next they formulate and conduct their own experiments. At the end of the term, each student submits a long term paper covering the project. Prerequisite: Senior standing.

ENGL 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 departmental faculty. Offered on a credit/no credit basis only.

ENGL 498 Directed Study in the Instruction of English (variable units)
Theory and method of undergraduate instruction in English. Weekly meetings with faculty sponsor and supervised experience which may include developing, administering, and scoring examinations; leading small group discussions; tutoring; and directing students in researching term papers. Offered on a credit/no credit basis only. Prerequisite: Consent of instructor who will serve as the sponsor and approval by chair of the Department of English.

ENGL 499 Individual Study (variable units)
Special projects developed by the individual student in consultation with the designated instructor. Admission with consent of department chair.

Graduate Courses

ENGL 500 Methods of Scholarly Research (3)
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. Must be taken as one of the student's first three graduate English courses.

ENGL 504 Approaches to the Analysis of Writing (5)
A study of various linguistics approaches for analyzing the structure of written texts.

ENGL 505 Rhetorical Theory (5)
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.

ENGL 506 Composition Theory and Practice (5)
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.

ENGL 507 Writing in a Second Language (5)
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 is given to the writing problems of international students learning English and to appropriate instructional procedures helpful to such students.

ENGL 508 Teaching Basic Writers (5)
This course includes both the traditional underpinnings and the practical applications for teaching developmental writers and addresses the diverse cultural, emotional, and academic needs of these students.

ENGL 515 Theories of English Grammar (5)
Study of the assumptions, systems, and applications of one or more modern approaches to the English language. Prerequisite: ENGL/LING 319 and 414 or equivalents.

ENGL 518 History of the English Language (5)
Studies in the development of English phonology, morphology, syntax, and vocabulary from the Old English period to the present. Prerequisite: ENGL/LING 319 and 414 or equivalents.

ENGL 525 Chaucer (5)
Studies in The Canterbury Tales and/or Troilus and Criseyde, and a selection of Chaucer's shorter poems.

ENGL 533 Seventeenth-Century British Literature (5)
Study of seventeenth-century poetry, prose, and/or drama. (**Note:** May be repeated with permission of advisor if different course content.)

ENGL 535 Shakespeare (5)
Study of selected plays. Prerequisite: ENGL 335 or 336 or consent of the instructor.

ENGL 541 Eighteenth-Century British Literature (5)
Study of eighteenth-century poetry, prose, and/or drama. (**Note:** May be repeated with permission of advisor if different course content.)

ENGL 552 Nineteenth-Century British Literature (5)
Study of nineteenth-century poetry, nonfiction prose, fiction, and/or drama. (**Note:** May be repeated with permission of advisor if different course content.)

ENGL 564 Twentieth-Century Poetry (5)
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.)

ENGL 565 Postcolonial Literature (5)
A study of literature produced in colonial and post-colonial contexts. Course content will vary, in some cases focused on the literature and culture of a single area or era.

ENGL 568 Modern British Novel (5)
Survey of major British novelists since 1900. (**Note:** May be repeated with permission of advisor if different course content.)

ENGL 570 Criticism (5)
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. Prerequisite: ENGL 300 or equivalent.

ENGL 572 Poetry and Poetics (5)
Study of selected poets, their works, and their poetics. (**Note:** May be repeated with permission of advisor if different course content.)

ENGL 576 Development of the English Novel (5)
Study of continuity and change in the structure and style of the English novel and novella.

ENGL 578 Special Methods in the Instruction of Literature (5)
An introduction for graduate students intending to teach high school or community college English, this course explores the implications of modern literary theory for classroom instruction of the literary text.

ENGL 580 Ethnic Literature (5)
Study of American ethnic writers' viewpoints and aesthetics. Social and cultural contexts of the literature are studied. May be repeated with permission of advisor when course content changes, as in African-American Literature, Chicano Literature, Asian-American Literature, etc.

ENGL 582 Early American Literature (5)
Studies in American literature from the colonial Period to the Civil War. (**Note:** May be repeated with permission of advisor if different course content.)

ENGL 583 Later Nineteenth-Century American Literature (5)
Studies in American literature from the Civil War to 1900. (**Note:** May be repeated with permission of advisor if different course content.)

ENGL 584 Modern American Literature (5)
Studies in twentieth-century American literature to WWII. (**Note:** May be repeated with permission of advisor if different course content.)

ENGL 585 Contemporary American Literature (5)
American literature since WWII. (**Note:** May be repeated with permission of advisor if different course content.)

ENGL 591 Theories of Second Language Acquisition (5)
This class examines and compares the most recent and influential theories of second language acquisition including the monitor model, interlanguage theory, linguistic universals, cognitive theory, and acculturation/pidginization theory. The class applies towards the TESL Certificate, not towards the MA in English. Prerequisite: ENGL/LING 319 or 415 or 420 or 515.

ENGL 600 English Practicum (3)
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.

ENGL 690 Comprehensive Examination (3)
A comprehensive written examination on a reading list covering major works in literature and composition. The reading list is online. The examination is graded Credit/No Credit and may be taken no more than two times. Prerequisite: Classified status and successful completion of all other graduate course work.

ENGL 691 Thesis (3)
A carefully designed study of a selected topic in literature, linguistics, or composition. Emphasis placed on original insights as contributions to graduate scholarship. Graded Credit/No Credit. Prerequisites: Classified status and approval of the student's thesis committee.

ENGL 698 Directed Study in the Instruction of English (variable units)
Theory and methods in undergraduate and graduate instruction in English. Weekly meetings with faculty sponsor and supervised experience which may include developing, administering, and scoring examinations; leading small group discussions; tutoring; and directing students in researching term papers. Offered on a credit/no credit basis only. Prerequisites: Consent of instructor who will serve as the sponsor and approval by chair of the Department of English.

ENGL 699 Individual Study (variable units)
Admission with consent of department chair.

Upper Division

ERM 300 Health and Safety Compliance (4)
Compliance requirements and practices for regulations governing the protection of people in and around the workplace. Topics selected from personnel monitoring and protection, hazard assessment, hazardous materials management, hazard communication, emergency planning and response, risk management, multimedia compliance audits, and the training function within organizations. Includes conceptual models of hazard analysis as well as exercises and simulations.

ERM 301 Introduction to Occupational Safety and Health Management (4)
This course introduces the student to the history and evolution of the safety profession. Students gain an intuitive understanding of the basic components of accident prevention and hazard control. This course also provides and introduction to worker's compensation, safety and health legislation, ergonomics, hazard analytical tools, communication techniques in safety and health management, emergency preparedness, industrial hygiene and measuring safety program success.

ERM 302 Advanced Occupational Safety and Health Management (4)
This course is a continuation of the introductory course (ERM 301). It further explores the topics discussed in ERM 301. Students work in groups on case studies applying previously gained knowledge. The course explores in detail the OSHA regulations and expects students to be familiar with regulations pertinent to various industries.

ERM 310 Hazardous Materials Management (5)
Provides an in-depth examination of federal, state and local regulations and requirements for hazardous materials and wastes. Includes definitions of toxic and hazardous material; storage and treatment; transportation; emergency response planning; air and water quality; community concern issues; and risk assessment.

ERM 320 Industrial Hygiene Fundamentals (5)
Provides an introduction to the science of protecting the workers' health through the evaluation of the work environment. Presents the basic principles and techniques for anticipating and recognizing chemical, biological, and physical hazards associated with the workplace environment.

ERM 413 Environmental Compliance (4)
Compliance requirements and practices for statutes and regulations governing the protection of air, water, and land resources. Topics will include environmental impact assessment, emergency planning and response, and hazardous waste management. Case studies involving environmental compliance issues will be reviewed and evaluated.

ERM 477 Special Topics (1-5)
An in-depth study of an area of land resource management not included in current course offerings. May be repeated for different course content. Prerequisites: As announced.

ERM 489 Experiential Prior Learning (1-5)
Evaluation and assessment of learning that 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 postgraduate students. Interested students should contact the department office. Maximum 5 units within the program. Cannot replace required courses within the major.

ERM 490A Senior Project I (1)
Student proposes and gains approval of an independent research project that will synthesize knowledge in science and technology, law, policy analysis, and other curriculum areas. Significant progress is made on an annotated bibliography and literature review. Prerequisites: Senior standing in the program.

ERM 490B Senior Project II (4)
Student completes activities for use by faculty in assessing learning outcomes for the major. In order to demonstrate integrative skills in this interdisciplinary major, the candidate completes a project that synthesizes knowledge in science and technology, law, policy analysis, and other curriculum areas. The strengths and limitations of each paradigm are recognized and integrated into demonstration of the thesis. Prerequisites: ERM 490A and Senior standing.

ERM 496 Internship in Environmental Resource Management (1-5)
Internships may be arranged with various businesses or agencies. Supervision of the internship is shared by the field supervisor and course instructor. The focus of the internship must be to develop and/or apply competencies pertinent to careers in environmental policy and compliance. Offered on a credit, no-credit basis. The instructor will determine units of credit and their application.

ERM 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 department faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

ERM 499 Individual Study (1-5)
Consent of department required.

Lower Division

FIN 100 Managing Your Personal Finances (5)
This course provides an examination of the financial situations students confront during their college years and thereafter. The emphasis is on applying relatively simple concepts to managing one's own financial resources. Topics include: budgeting, banking services, credit card use, consumer loans, insurance concepts, and savings plans.

Upper Division

FIN 300 Financial Management (5)
Financial management deals with the theory and practice of financing the business firm under uncertainty. This course covers financial markets, risk valuation, financial analysis and forecasting, capital budgeting, working capital management, and capital structure. This course also includes statistical and financial analysis of problem sets, as well as computer applications with an emphasis on spreadsheets.

FIN 322 Introduction to Personal Financial Planning (5)
This course introduces students to personal financial planning. Topics in financial planning include the financial planning process, client interaction, time value of money applications, personal financial statements, cash flow and debt management, asset acquisition, education planning, overview of investment planning and retirement planning, plan integration, ethics, and business aspects of financial planning.

FIN 326 Investment Management (5)
This course involves the analysis of various types of securities, security markets, investment strategies, and methods of evaluating portfolio performance. It also includes assessing the overall quality of portfolio management in the context of the financial plan. Case analysis and student investment presentations are required. Prerequisite: FIN 300.

FIN 340 Principles of Insurance (5)
This course covers the principles of life, casualty, and liability insurance. It also covers individual and group insurance programs, as well as methods of establishing risks and rates of return. Prerequisite: FIN 300.

FIN 360 Entrepreneurial and Small Business Finance (5)
This course covers financial issues, problems and situations frequently encountered in small businesses. The course will address analytical techniques appropriate for small business situations including working capital management, financing alternatives, financial distress, and valuing the business. In addition, it will address issues of financial strategy for small business. Students will develop problem solving skills by analyzing weekly case study assignments. Assignments will include empirical articles dealing with current topics in small business finance. Prerequisite: FIN 300.

FIN 380 Introduction to Real Estate (5)
This course introduces students to real estate principles, practices, and investment decisions. It covers equity investment, finance, legal aspects, practices, principles, property development, real estate administration in the public sector, real estate market analysis, and valuation. Prerequisite: FIN 300.

FIN 400 Advanced Financial Management (5)
This course provides students with the opportunity both to recognize and to test the relevance of modern financial concepts in the context of real managerial decisions in the private sector, including ethical problems facing financial managers. A case method utilizing statistical and financial analysis techniques and computer applications will be used to show real world applications. Student presentations are required. Prerequisite: FIN 300.

FIN 460 Financial Institutions Management (5)
This course gives students a broad introduction to the operation, structure and regulatory environment of the U.S. financial system. Special attention will be given to the theories of interest rate determination, financial risk management, and asset/liability management in depository and non-depository institutions. The course also investigates e-Business and changes in commercial banking, non-bank financial institutions and financial markets. Computer models and cases are used to show real world applications. Student presentations are required. Cross listed with ECON 460. Prerequisite: FIN 300.

FIN 477 Special Topics in Finance (1-5)
Special topics course in Finance provides students with the opportunity to take an in-depth study of an area not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. Prerequisite: FIN 300

FIN 490 International Business Finance (5)
This course investigates the problems facing financial managers in international operations. Topics include: foreign exchange, the international monetary system, managing exchange rate risk exposure, capital budgeting, international banking, and import/export financing. Financial analysis using spreadsheets as well as student presentations may be required. Prerequisite: FIN 300.

FIN 496 Internship in Finance (1-5)
This course provides an integrated academic experience in a work setting. Units may not be used to satisfy the requirements of the Business Administration major. Students may earn a maximum of 5 units through internships. It is offered on a credit, no-credit basis only. Prerequisite: FIN 300 and one additional upper division Finance course or permission of the Department Chair.

INST 420 Electronic Legal Research Methods (2)
An introduction to research using electronic resources such as Lexis/Nexis and the Internet. Emphasis will be placed upon effective search strategy development, mastery of search tools, identification of potential resources, and retrieval of pertinent sources. Course will include legal research using Lexis/Nexis. Student will develop familiarity and skills related to search strategy development, search software, Internet navigation, research sites, and other related skills.

Graduate Courses

FIN 600 Seminar in Financial Management and Policy (4)
This course addresses the formulation of financial policies for obtaining and using financial resources for the purpose of value creation. Heavy emphasis is placed on the analysis of real-world cases that focus on the decisions confronting the financial manager. Statistical analysis, financial analysis, and advanced spreadsheet applications are required. Students will be challenged with both theoretical and practical problems in the following areas: performance analysis, long-term planning, working capital management, capital budgeting, long-term financing, acquisitions, and international financial management. Student presentations are required.

FIN 620 Seminar in Investments (4)
This course includes discussion and analysis of security investments. Emphasis directed toward understanding financial investment theories and concepts from both a qualitative and quantitative perspective. Topics include: securities markets, risk and return, portfolio theory, asset pricing theory, valuation, fundamental analysis, and portfolio management. Case analysis, statistical analysis, and other computer applications are required.

FIN 640 Short Term Financial Management (4)
This is an in-depth exploration of subjects essential to an enterprise's financial success. Topics covered include management of the firm's working capital accounts (i.e. receivables, inventories, and payables), short term financing alternatives, cash management systems, short term investments choices, financial institution relationships, and electronic payment and information management systems.

FIN 677 Selected Topics in Finance (1-4)
Special topic courses provide each 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.

FIN 680 Seminar in Real Estate Investments (4)
This course investigates methods of analyzing real estate investments. It 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 techniques are part of the course, i.e., analysis of residential properties, commercial properties and shopping centers. A term project and oral presentation are required along with computer applications.

FIN 685 Seminar in International Financial Management (4)
This course looks at the international financial environment, including balance of payments, the international monetary system, foreign exchange and financial markets. Specific topics include managing foreign exchange exposure, domestic versus foreign financing, cash management, political risk, and international legal constraints. A term project and oral presentation will be a part of the course.

FIN 699 Individual Graduate Study in Finance (1-4)
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).

Lower Division

FREN 101 Introductory French I (5)
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.

FREN 102 Introductory French II (5)
A continuation of FREN 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: FREN 101, or two years of high school French or the equivalent. **GE C2**

FREN 103 Introductory French III (5)
A continuation of FREN 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week. Prerequisite: FREN 102, or 3 years of high school French or the equivalent. **GE C2**

FREN 201 Intermediate French Grammar I (5)
Composition and conversation. An intensive review of French grammar with extensive practice in oral and written expression. Independent laboratory work and cultural readings. Prerequisite: FREN 103 or equivalent coursework or the consent of the instructor. **GE C2**

FREN 202 Intermediate French Grammar II (5)
A continuation of FREN 201, designed especially to prepare students for upper division work in language and literature. **GE C2**

FREN 210 Conversational French (5)
A course designed to develop fluency in oral communication and to enhance command of vocabulary and grammatical structures. Prerequisite: FREN 103 or the equivalent, or permission of the instructor.

FREN 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 taught in French unless otherwise indicated.

FREN 301 French Literature I (5)
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. **GE T2**

FREN 302 French Literature II (5)
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. **GE T2**

FREN 311 Advanced French Grammar (5)
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.

FREN 380 The Human Condition: French Literature Through the Ages (5)
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 ENGL 110. **GE T2**

HUM 395 Comparative Literature: Mirror of Western Civilization (5)
(For course description, see listing under "Interdisciplinary Courses.")

FREN 409 Advanced French Syntax (5)
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.

FREN 410 French Linguistics (5)
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.

FREN 414 French Phonetics (5)
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.

FREN 415 Translation Workshop (5)
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.

FREN 425 The Novels of Colette in Translation (5)
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. **Course taught in French or English. GRE**

FREN 426 French Women Writers in Translation (5)
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. **Course taught in French or English**. **GRE**

FREN 427 French Culture and Civilization (5)
The development of French culture and civilization from its beginning to the present day. **Course taught in French or English.**

FREN 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.

FREN 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.

FREN 497 Cooperative Education (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.

FREN 499 Individual Study (1-5)
Admission with consent of instructor and department chair.

Upper Division

GEOG 302 Cultural Geography of World's Regions (5)
This course explores spatial arrangements that affect and are affected by human activity on land. Focus is on the ways in which places and things are laid out and organized in the major geographical regions of the world, including the Americas, Europe, greater Asia, and Africa. Topics discussed include environment, demographic processes, health and malnutrition, language, religion, economic organization, and political structures. Special emphasis is placed on Third World countries as well as on comparative, international perspectives. Required for the Liberal Studies (Clute) and Social Sciences waiver programs.

GEOG 332 Political Geography (5)
Lectures, analysis and field work on the relationships between physical and cultural geography and the power in nations, states, and communities. Case studies in both U.S. and other nations and GIS exercises. Satisfies the Geography requirement for Liberal Studies.

GEOG 395 Economic Geography (5)
An examination of the spatial organization of economic activities. Topics include population dynamics and migration, natural resources and location, transportation and communication networks, agriculture and rural land use, urban land use, city location and urban hierarchies, industrial location, world economic regions, and international trade and investment patterns. Course also includes an introduction to Geographic Information Systems (GIS).

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

Note: One quarter-unit of credit normally represents one hour of in-class work (for lecture) and two hours of in-class work (for lab) and 2-3 hours of outside study per week.

Lower Division

GEOL 100 How the Earth Works (5)
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 and one lab. A field trip fee may be required. **GE B1/B3**

GEOL 110 Our Oceans (5)
This is an introductory course covering the fundamentals of oceanography. It emphasizes work with current real-world ocean data. Topics will include (1) the flows and transformations of water and energy into and out of the oceans, (2) physical and chemical properties of seawater, (3) ocean circulation, (4) marine life and its adaptations, (5) interactions between the oceans and other parts of the Earth system, and (6) human and societal impacts on the oceans. The course meets the general education lower-division Areas B1 and B3 requirements. The course does not satisfy geology major or minor requirements. Two lectures and one lab. **GE B1/B3**

GEOL 120 The Dangerous Earth! (5)
A survey of earthquakes, volcanic eruptions, landslides, tsunamis, great storms that have greatly impacted civilization through death and destruction. The geologic processes controlling these events will be studied as well as strategies for minimizing death and damage, and forecasting future events. The course meets the general education Area B1 and B3 requirements. The course does not satisfy geology major or minor requirements. Two lectures and one lab. **GE B1/B3**

GEOL 201 Physical Geology (5)
Introduction to the geologic processes affecting the solid earth and its atmosphere, oceans, and life forms. 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. Two lectures, two labs, plus required field trip. **GE B1/B3**

GEOL 204 Historical Geology (5)
Evolution of the earth's atmosphere, oceans and life and their relationship to continental drift. Recognition, distribution and significance of environments through geologic time. Introduction to present environments, including earthquake and climate prediction and the environmental effects of energy production. Field and laboratory introduction to techniques used in recognizing and interpreting environments and ecologic associations. Two lectures, two labs, plus required field trip. Prerequisite: GEOL 201 or consent of instructor.

GEOL 205 Environmental Geology (5)
Global and local impacts of human manipulation of the environment and geologic processes as hazards. Laboratory exercises and field studies will emphasize geologic hazards affecting California. Two lectures, two labs, plus required field trip. **GE B1/B3**

GEOL 277 Special Topics in Geology (5)
Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

GEOL 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 postgraduate students. Interested students should contact the department office.

Upper Division

Note: All upper division courses include two lectures and two labs per week, plus required field trip unless otherwise designated.

GEOL 303 Mineralogy (5)
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. Co-requisites: CHEM 101 or 211, 211L and GEOL 100, 201, or 205 or consent of the instructor.

GEOL 305 Paleobiology (5)
Origin and evolution of the biosphere. Emphasis on invertebrate comparative morphology, paleoecology, environmental evolution and catastrophic events. Laboratory and field techniques will apply analytical, statistical and computer applications in the interpretation and modeling of morphologic structure and variation, paleoecologic associations and evolutionary sequences. Prerequisite: GEOL 100 or 201 or 205.

GEOL 306 Petrology and Petrography (5)
Origin, formation, and classification of igneous, sedimentary, and metamorphic rocks, emphasizing field identification. Spatial, physiochemical, thermodynamic, and petrographic properties of natural earth materials. Field and laboratory investigation and presentation. Prerequisite: GEOL 303.

GEOL 307 Structural Geology (5)
Reactions of the earth's crust and surface to internal stresses; folding and faulting; origins of stresses; mountain building. Field and laboratory investigation and presentation. Prerequisites: GEOL 201, MATH 192 (or permission of the instructor) and PHYS 201 or 221.

GEOL 308 Geomorphology (5)
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: GEOL 100 or 201 or 205 or consent of instructor.

GEOL 309 Sedimentation and Stratigraphy (5)
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 be on sedimentologic and stratigraphic field and laboratory techniques emphasizing the Cenozoic sediments of southern California. Prerequisite: GEOL 100, 201, or 205.

GEOL 310 Geochemistry (5)
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 investigation and presentation. Prerequisites: CHEM 212, 212L, and one of GEOL 303 or CHEM 320 or 351. Some skills from the second quarter of calculus will be applied in this class. It is recommended that students complete MATH 202 or 212 prior to enrollment or expect to acquire the necessary skills independently.

GEOL 325 Principles of Exploration Geophysics (5)
Introduction to applied geophysical methods including reflection and refraction seismology, gravity, magnetics, electrical resistivity, and electromagnetics. In addition to learning the principles behind each method, students will collect, process, and analyze geophysical data. Co-requisite: PHYS 202 or 222.

GEOL 330 Geology of the National Parks (5)
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. Two lectures, one lab, plus required field trip. Prerequisite: GEOL 100 or 201 or 205 or equivalent, or consent of instructor.

GEOL 420 Environmental Geochemistry (5)
Processes that influence the behavior of trace metals and nutrient elements in natural waters, soils, and sediments and control the chemical composition of pristine and polluted surface and groundwater. Topics will include a review of pertinent thermodynamic principles, acid-base equilibria, chemistry of dissolved CO2, metal complexation, precipitation and dissolution of solids, adsorption, and redox reactions. Prerequisites: CHEM 212, 212L, GEOL 310.

GEOL 450 GIS for Natural Sciences (5)
This course introduces students to the basic functionality of GIS software. Skills to be covered include querying, editing attribute tables, analyzing spatial relationships, working with grid datasets, creating your own data and display techniques including layouts and 3D scenes. Students will also learn to download and convert some common spatial data formats available on the web. Prerequisite: familiarity with Windows operating system and 20 credit hours of upper division coursework in a scientific discipline or permission of instructor.

GEOL 460 Petroleum Geology (5)
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: GEOL 201, 307, and 309.

GEOL 475 Hydrogeology (5)
Topics will include water budgets, development of the equations of groundwater flow, well mechanics, aquifer properties and impact of groundwater development on aquifers, pump tests and their interpretation, and modeling aquifer response. Course will include local examples in laboratory exercises. Prerequisites: GEOL 100 or 201 and MATH 191 or consent of instructor.

GEOL 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.

GEOL 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.

GEOL 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 postgraduate students. Interested students should contact the department office.

GEOL 490 Senior Field Seminar (5)
Investigation of geologic problems. Students will be required to demonstrate proficiency in field methodologies and library research, apply laboratory methods to field investigation, and report on their results. One lecture per week and multiple two-day, weekend field trips. Prerequisites: GEOL 303, 306, 307, and 309 or permission of the instructor.

GEOL 495 Field Course in Geology (5)
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 192 and 20 units in Geology (including GEOL 201). A field trip fee may be required. GEOL 495 is generally taken during the Summer following the senior year.

GEOL 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, is 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.

GEOL 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

GEOL 515 Paleoclimate of Western North America (5)
Fundamentals of the earth's climate and a survey of the geologic record of climate change focusing temporally on the past 70 million years and spatially on western North America. Topics will include the processes behind the earth's climate system and its dynamic nature, the Monterey (Fm) Hypothesis, glacial/interglacial swings in the Quaternary Period, interactions between the climate, geological processes, humans, and the biosphere during the late Quaternary. Lectures will be supplemented by laboratory and field study. Two lectures, two labs, plus required field trip. Prerequisites: GEOL 201 or equivalent, two quarters of college-level chemistry and physics, and at least 20 units of upper division coursework in Geology, Chemistry, Physics, Biology, or Physical Anthropology.

GEOL 525 Applied Hydrogeochemistry (5)
After a review of the pertinent principles of aquatic geochemistry, this course focuses on the practical application of these principles to groundwater issues. Topics include water sampling protocol, graphical and statistical methods for the interpretation of hydrogeochemical data, composition and evolution of natural waters, and environmental issues such as mobility of metals in the subsurface, acid mine drainage, and risk assessment and clean-up at hazardous waste sites. Throughout the course, the geochemical speciation model MINTEQA2 will be used to model the composition of pristine and contaminated waters. Two lectures, two labs, plus required field trip. Prerequisite: GEOL 420, 475, or consent of instructor.

GEOL 555 Contaminant Hydrogeology (5)
Course will provide an understanding of the processes that govern the mobility and fate of contaminants in subsurface environments and of the methods that are used to remediate contaminated sites. Topics include a review of the equations describing the flow of groundwater and the transport of contaminants in groundwater, processes that control the transport and transformation of contaminants in the saturated zone and the vadose zone, multiphase flow, reactions of organic and inorganic contaminants, soil and groundwater sampling, and remediation technology for contaminated soils and groundwater. Two lectures, two labs, plus required field trip. Prerequisites: GEOL 420, 475, or consent of instructor.

GEOL 570 Oil Field Development (5)
Formation evaluation and testing, production methods, water drive, methods of enhanced oil recovery. Two lectures, two labs, plus required field trip. Prerequisites: GEOL 460 or permission of instructor.

GEOL 575 Basin Analysis (5)
An integrative study of the geodynamics associated with sedimentary basin formation and evolution. Topics will include the thermomechanical behavior of the crust, dynamics of the mantle, Earth surface processes, sedimentary routing systems, and basin thermal histories. The application of basin analysis principles to the assessment of petroleum systems and plays will be investigated. 3 hour lecture, 5 hour laboratory. Prerequisites: Graduate standing.

GEOL 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.

GEOL 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.

GEOL 585 Research Methods and Strategies (4)
Preparation of proposal for thesis research project and peer-reviewed presentation of initial results. Research project will consist of laboratory and/or field investigation of sufficient scope as determined by the thesis committee. This course is to be taken by all classified first-year graduate students. Completion of this course requires a finished thesis proposal signed by the student's academic advisor.

GEOL 601 Introduction to Graduate Studies in the Geological Sciences (1)
This seminar-style class will introduce new graduate students to CSUB, the Geological Sciences department, and its faculty. Students will be instructed in the early-stages of graduate studies, including the progression of required classes, teaching assistantships, collaborating~with faculty, developing a research topic, and in applying for supporting internal and external funds. Students will be introduced to research opportunities with different faculty members. This class is strongly recommended for all new and first-year graduate students. One hour lecture. Prerequisites: Graduate standing.

GEOL 604 Advanced Sedimentation (5)
Classification and genesis of sedimentary rocks with emphasis on textural analysis, depositional processes and paleoenvironmental interpretation. Field and laboratory studies will focus on Cenozoic sedimentary rocks of southern California and computer modeling of depositional systems. Two lectures, two labs, plus required field trip. Prerequisite: GEOL 309.

GEOL 605 Advanced Micropaleontology (5)
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. Two lectures, two labs, plus required field trip. Prerequisite: GEOL 309.

GEOL 606 Advanced Sedimentary Petrology (5)
Mineralogy, petrology, classification and genesis of sedimentary rocks with emphasis on geochemistry and post-depositional processes including diagenesis. Field and laboratory studies will focus on outcrop and cores of Cenozoic rocks of southern California. Two lectures, two labs, plus required field trip. Prerequisites: GEOL 306 and 309.

GEOL 607 Advanced Structural Geology (5)
Topics in advanced structural geology based on petrographic, geophysical, and experimental data combined with field observations. Two lectures, two labs, plus required field trip. Prerequisites: GEOL 306, 307, and 325.

GEOL 609 Advanced Stratigraphy (5)
Application of principles and techniques of stratigraphic analysis to the interpretation of time equivalence, depositional systems, and paleogeography of stratigraphic sequences. Lithostratigraphy, biostratigraphy, and sedimentological and petrologic approaches will be incorporated into laboratory/field projects. Emphasis will be on Cenozoic rock units in Southern California. Two lectures, two labs, plus required field trip. Prerequisites: GEOL 305 and 309.

GEOL 610 Low Temperature Geochemistry (5)
Introduction to low-temperature rock-water interactions and aqueous geochemistry including weathering and surface-water chemistry, mechanisms of authigenesis and diagenesis, pore-fluid chemistry, clay mineralogy, and environmental geochemistry. Laboratory work will focus on the examination of rock-water interactions in fresh- and saltwater aquifers in the San Joaquin Basin. Two lectures, two labs, plus required field trip. Prerequisites: CHEM 212, GEOL 306, 309, and 310.

GEOL 625 Shallow Subsurface Exploration Methods (5)
Advanced study of shallow subsurface exploration methods. Topics may include surface methods such as reflection and refraction seismology, gravity, magnetics, electrical resistivity, electromagnetics and ground penetrating radar. Geophysical well logging may also be included. Classroom component consists of brief overview of methods followed by advanced topics such as signal processing, advanced interpretation techniques, and critique of case studies. Field and lab components consist of acquisition, processing, and modeling of gravity, magnetic, seismic refraction, electrical resistivity, electromagnetic and ground penetrating radar data. Two lectures, two labs, plus required field trip. Prerequisite: calculus and an introductory course in geophysics or permission of the instructor.

GEOL 650 Groundwater Flow Modeling (5)
Course will include a review of the principles of groundwater flow and transport equations and models. Special emphasis and hands-on experience with the USGS models MODFLOW and MOC. Two lectures, two labs, plus required field trip. Prerequisites: GEOL 475 and familiarity with MSDOS operating system. Students are encouraged to have completed GEOL 555.

GEOL 675 Subsurface Mapping of Petroleum Reservoirs (5)
This class will cover the use of well data and base maps entered into software to conduct a subsurface geological interpretation of a project in which the data have already been entered. After that, raw data will be supplied from which projects must be built and interpreted. Types of seismic data will then be reviewed and incorporated into the course project. Thereafter, the same sequence will be followed with respect to projects with already loaded data and then projects begun from scratch, this time incorporating seismic data. The software used for the well data part of the class is IHS Petra. For the seismic part of the class, Schlumberger's Petrel software will be used. 3 hour lecture, 5 hour laboratory. Prerequisites: Graduate standing.

GEOL 677 Advanced Topics in Geology (5)
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.

GEOL 678 Practical Petroleum Prospecting (3)
This lab intensive class will focus on interpreting real world seismic and well data to develop a series of viable oil and gas prospects similar to the approach used in AAPG's Imperial Barrel Award competition. The course assumes that you have had structural geology and stratigraphy/sedimentation. The lecture covers concepts and follows the format of petroleum 1) source, 2) reservoir and 3) trap. The lab assignments introduce you to data types and interpretation software used by industry professionals. Students will work in teams using state of the art software to interpret the data. Emphasis will be placed on report writing and presentation of the data. The final project will consist of presentation of the prospects to a group of industry professionals at the end of the class. 2 hour lecture, 1 hour laboratory. Prerequisites: Graduate standing.

GEOL 680 Non-Thesis Examination (1)
Comprehensive examination of graduate-level breadth administered by the Departmental Graduate Committee. Can be repeated only once. Prerequisites: Approved petition for advancement to candidacy and consent of the graduate advisor.

GEOL 690A Master's Thesis I (4)
Peer-reviewed presentation of results of ongoing M.S. Thesis research. This course is to be taken by all graduate students who have progressed to the writing stage of their thesis. Prerequisite: GEOL 585 and permission of research advisor.

GEOL 690B Master's Thesis II (2)
Completion of research, writing and oral presentation of M.S. Thesis. Credit on acceptance of the thesis by thesis committee. Required for M.S. degree. Prerequisite: GEOL 690A.

GEOL 700 Continuous Enrollment (1-5)
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 GEOL 700 until the thesis is completed and successfully defended. Prerequisite: prior registration in GEOL 690B with a grade of SP.

Credit for General Studies courses
Students may apply to graduation a maximum of 8 total units of credit earned in GST courses, PEAK activity courses, or any approved equivalent courses.

Lower Division

GST 61 Math Brush Up (2)
Math Brush Up is designed to assist CSUB students who need to strengthen their basic math skills or who want a basic math refresher in preparation for more difficult math courses or standardized tests. GST 61 provides mathematically sound and comprehensive coverage of topics essential to a college-level basic math course. Students will actively practice concepts as they are introduced, ensuring their mastery and retention. Course does not count toward graduation.

GST 75 Success in Dev Math I (1)
Students will learn to recognize and overcome barriers to learning math, identify and access resources, and practice the strategies and skills necessary for success in current and future mathematics courses. Students will engage in problem-solving activities related to the material in Math 75. Open to students enrolled in Math 75 Developmental Mathematics I. Offered on a credit/no credit basis.

GST 85 Success in Dev Math II (1)
Students will learn to recognize and overcome barriers to learning math, identify and access resources, and practice the strategies and skills necessary for success in current and future mathematics courses. Students will engage in problem-solving activities related to the material in Math 85. Open to students enrolled in Math 85 Developmental Mathematics II. Offered on a credit/no credit basis

GST 102 Improving Academic Fitness (1-3)
This course is designed to help students in academic trouble to improve their academic performance. The course will cover numerous topics such as learning styles, time management, class preparation, interacting with faculty, coping and stress, career exploration, test-taking strategies, student services (e.g. tutoring), and the details about majors, minors, general education, and other university graduation requirements. The course will also cover the various campus policies which impact student standing such as retaking courses, grade replacements, and academic renewal.

GST 107 Explorations in College (1)
This course is for Summer Bridge students and is only offered in the Summer Bridge Program. College Exploration is designed to familiarize students with university culture. Students from nontraditional backgrounds may have little knowledge of University faculty, majors, and special programs. This course is designed to help high school students' self-transformation into college students.

GST 109 CSU*Be* Body Positive (2)
The purpose of this course is to assist students in developing awareness of eating behaviors and body image issues from a personal and social perspective. The course will explore the *Health At Every Size* model and *Intuitive Health* philosophy which will increase knowledge about disordered eating, nutrition, exercise, and a variety of other healthy behaviors and self-care strategies. Course also include social advocacy regarding weight, body image and identity issues.

GST 113 CSUB Wellness 101 (2)
The purpose of this course is to help students gain knowledge and skills that will increase overall wellness and productivity in the university setting. Course content will include topics that increase personal growth, intellectual development, social competencies, and academic responsibility and effectiveness. Class meetings will include group discussion based on lectures and articles/activities that will be assigned in class.

GST 114 Special Topics in Applied History (2)
This course introduces students to the process and best practices of conducting an oral history from start to finish. It will also explain to students the process of material appraisal and acquisition as it applies to the archive. The skills that will be stressed will include identifying interviewees, interview techniques, ethical and legal considerations, methods of preservation, digitization of materials, transcription, and public presentation of the finished product. It will appeal to students interested in public history and/or archives as well as to those who are curious about the oral history process. Students will gain practical experience in project management and understanding of the issues related to documenting community history faced by public historians currently in the workforce. Offered on a credit/no credit basis.

GST 116 Reading for College Success (2)
Reading for College Success will teach students advanced reading and critical thinking skills such as understanding vocabulary in context, integrating inferential and analytical techniques when reading, synthesizing information, summarizing content, evaluating and making judgments, analyzing different reading genres, and applying study reading strategies to textbooks. Through a combination of lectures, discussions, and hands-on work with a variety of reading selections and supplementary material, students will practice the following reading skills: finding the main idea, understanding supporting details, recognizing implied main ideas and inferences, determining patterns of organization and purpose and tone, and distinguishing between fact and opinion. This course will help students read more effectively for their courses, their jobs, recreation, or any other activity for which reading is essential.

GST 119 Peer Education and Advising (2)
This class is designed to provide students who are interested in performing peer education services an opportunity to develop awareness, communication, problem-solving, and interpersonal skills. These skills will be utilized by the students to implement presentations and other outreach opportunities that will address stigma surrounding mental health concerns, suicide prevention, alcoholism, and body image.

GST 120 Student Government (1)
This course is open to Associated Students, Inc. board members only. The course provides the organizational and operational skills and framework necessary to operate the organization within the university structure. Students will participate in organizational management including financial planning, decision making, team building, event management, student advocacy, and assessment. Participation in the class is by approval of the instructor pursuant to membership on the Board of Directors.

GST 121 Introduction to University Studies (2)
A series of seminars designed to aid the transition to the University studies for students with nontraditional backgrounds. The course will emphasize University survival skills and will utilize faculty and staff from the various disciplines and student services.

GST 126 Researching the Electronic Library (2)
An introduction to effective research techniques using Library electronic resources. Emphasis will be placed upon skills necessary for the identification, retrieval, and evaluation of information for general and specific topics. Students will acquire the competencies necessary to develop an effective search strategy and find research materials, including references to journal articles, full text articles in electronic format, government publications and books.

GST 128 Stress Management (2)
Too much stress can affect your performance in school. This course will provide general information, guides for stress management, and wellness.

GST 129 Women, Self-Esteem, and Academic Success (1)
Utilizes a group format for discussion and personal evaluation of how self-esteem affects academic success and living. When women are able to build their self-esteem, they can increase their effectiveness and take charge of their lives.

GST 131 Assertiveness 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 nonacademic settings. Limited enrollment.

GST 132 Women's Day (1)
The Women's Day program will focus on efforts to empower women and increase their participation in public office as well as deal with the ongoing issues of discrimination that they continue to face.

GST 136 Thinking Critically (2)
This course is designed to help students develop the critical thinking skills necessary for persuasive, logical writing and effective reading. Students will study arguments, fallacies, and the uses of language as they write and discuss current, often controversial, issues.

GST 137 Critical Research Skills (2)
This course is designed to help students develop the analytical and critical thinking skills necessary to perform library searches, evaluate the applicability of research materials, and properly cite these materials in scholarly papers and annotated bibliographies. Students will study online databases, source evaluation, library organization, MLA style documentation, and document formatting.

GST 139 Effective Parenting Skills (1)
Students, who are parents, are often overwhelmed with multiple tasks/roles while trying to be academically successful. This parenting effectiveness class examines strategies to improve communication patterns and family structure through a group format.

GST 149 Gay/Lesbian Issues (1)
This course provides an introductory exposure to gay, lesbian, bisexual, and transgendered issues through lecture, presentation, activities, and discussion. Each quarter a new topic of importance to gay/lesbian/bisexual/transgendered individuals will be presented. Recent examples include Gays and Lesbians in the Media, Gays and Lesbians in Sports, Queer Films of Derek Jarman, Queer Poetry, Gay Spirituality. The goal of this course is to provide understanding and exposure specifically for an individual who wants to better understand a family member or friend who is gay, for a person seeking a positive supportive environment to explore their own gay identity, or for any person attempting to understand human diversity. This course may be repeated for five units of credit as the content and topic changes each quarter. For additional information see the GST 149 Welcome page in Blackboard.

GST 153 Internet Research (2)
An introduction to the information resources available on the Internet for research purposes. Emphasis will be placed upon the identification, retrieval and evaluation of information for general and specific topics. Student will develop general knowledge of the Internet, navigation skills, effective search strategy skills, familiarity with Internet finding tools, evaluation methodologies and other Internet research skills.

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

GST 157 Advancing Academic Confidence (2)
Advance your academic confidence by participating in this 6-week college skills course. It is designed to help you master the fundamental skills necessary to make each course a success-listening skills, getting the most out of lectures, memory techniques, SQ4R, etc. Truly a practical course designed to help any student do better academically.

GST 159 Managing Psych Disabilities (1)
Many students with psychological disabilities experience difficulty attending and completing college as a result of anxiety, low stress tolerance, and lack of self-confidence and self-esteem. This course will teach students symptom management skills, and assistance with locating and utilizing campus and community resources. Guest speakers, group discussions, and reflective papers provide the course format.

GST 162 Coping with Test Anxiety (1)
Designed to teach students skills and techniques for coping with and overcoming anxiety in testing situation. Each session will include step-by-step procedures for enhancing physical relaxation, focused mental attention, and effective mastery of course material. Simultaneous enrollment in at least one 5-unit course is desirable.

GST 165A CAMP Career Development (2)
This course is only for CAMP (College Assistance Migrant Program) students. This course is designed to assist students to begin thinking about what career they will pursue. The students will participate in mock interviews, learn how to create clear and concise resumes, identify career interest, and participate in class presentations. Students will have the opportunity to have classroom discussions with guest speakers from various community professionals.

GST 172 Information Retention Strategies (2)
This course is designed to assist students retain and recall information, a skill necessary for academic success. Subjects to be covered are, but not limited to, attention, depression, memory, visual recall, memory disorders, and drugs that affect memory. This is a 2 unit CR/NC course.

GST 185 Student Union Government (1)
Provides participants with education, training and development for student union leadership. Class members will also help to select, plan, and present Student Union activities and programs.

GST 192 Student Health Outreach Peer Education (2)
The purpose of this class is to provide students with the training and skills necessary to serve as peer educators at the university level. Upon completion of the course, students will have the opportunity to become certified within the BACCHUS Network, a nationally recognized Peer Education Program offered through NASPA. In addition to the BACCHUS material, this course will cover a variety of health related topics including health and nutrition, stress, mental health, sexual responsibility, drug and alcohol abuse, disability awareness, and healthy relationships.

GST 200 Meet the World (2)
The purpose of this class is to build global awareness and help to understand different cultures. Selected international students and faculty members will give presentations and lead discussions on the geography, culture, and recent events of their native countries. A variety of professors and domestic students with a study abroad experience will help building cultural diversity on campus and emphasize the importance of study abroad programs. Offered on a credit, no-credit basis.

GST 205 Career/Job Search (2)
Offered by the Career Development Center, this course assists students in selecting college major and/or career. Coursework includes exploration of options, career information resources, company research, the professional job search, and the role of values, skills, and attitudes in the workplace. Emphasis will be upon preparing for a job search. This includes assessing personal traits, skills, experience, and methods used to communicate this to potential employers. Students will complete class with a professional resume, cover letter, and enhanced interviewing skill.

GST 207A Community Service Learning I (2)
This course will provide an in-depth community service learning experience and provide academic credit in exchange for 40 hours of volunteer service. Students choose from pre-approved community sites. This course is open to all students regardless of major or level and each student can arrange for the site to fit his or her schedule and interests. All students are required to access and participate in the course via the internet. Offered on a credit/no credit basis.

GST 207B Community Service Learning II (2)
This course is a continuation of GST 207A, Community Service Learning I and requires 45 hours of volunteer service. Prerequisite: Credit in GST 207A or permission of instructor. Offered on a credit/no credit basis.

GST 207C Community Service Learning III (2)
This course is a continuation of GST 207B, Community Service Learning II and requires 50 hours of volunteer service. Prerequisite: Credit in GST 207B or permission of instructor. Offered on a credit/no credit basis.

GST 207H Honors Community Service (1-5)
This course will provide an in-depth community service learning experience that includes one unit of credit for each 30 hours of volunteer service (1-5 variable units). Students will choose from pre-approved community service sites. This course is open only to students enrolled in the CSUB Honors Program. Offered on a credit/no credit basis.

GST 209 Psychology of Prejudice and Tolerance (1)
This class will explore personal and psychological aspects of prejudice in connection with a field trip to the Museum of Tolerance in Los Angeles, California. Each student will be expected to relate historical information to his/her life and culture in a reaction paper. Students must attend the first class meeting (listed in the class schedule), the field trip, and the class discussion to obtain credit. Fee for field trip is required.

GST 210 Succeeding in College (1)
What does it take to do well at CSUB? Discussions of everything from note-taking to networking to managing personal finances will give you the inside track on getting the most out of the opportunities Cal State has to offer. Guest speakers, faculty, and students from various disciplines will share their perspectives on "Succeeding in College."

GST 251 CSU College Corps Advising (2)
Pre-college advisors employed by the CSU College Corps Program are required to enroll in GST 251. Pre-college advisors will assist the CSU College Corps Program coordinator in outreach, recruitment, peer advising, and mentoring students. Topics discussed will include record keeping, school updates, college awareness, career ethics, professionalism, customer service, admission requirements, and financial aid. Pre-college advisors enrolled in the course will be assigned a cohort of students at a designated high school. Students are required to commit between 10-20 hours per week. The grading for this course is Credit/No Credit and enrollment is required for participation in the CSU College Corps Program. Up to 8 units of GST coursework can count towards graduation. Proof of background and TB test are required.

GST 274 Day of Caring/Service (1)
This course is designed to provide a community service-learning experience where students can connect academic learning with community based issues and needs. The hands-on experience will be combined with three lectures/ presentations that address issues related to the students' community service learning. In addition, students will write and submit a reflection paper where they will analyze their personal service experience from a number of different perspectives. All course assignments will be submitted using Blackboard. Offered on a Credit/No Credit basis.

GST 275 Communication Skills Group (1)
This course is a small group lab experience. All sessions are videotaped. Participation is expected and necessary. Not all course enrollees may be selected for this group experience. Offered on a credit/no credit basis.

GST 277 Special Topics (1-5)
This course provides 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. Faculty as well as students may propose topics. May be repeated for different offerings. Special Topics courses will not satisfy any general education requirements.

GST 290 Club Literario (2)
To enroll in this course, students must belong to Club Literario "Hermes" under the advisorship of Dr. Helia M. Corral, Department of Modern Languages and Literatures. Students publish a bilingual literary magazine. The club raises funds; sponsors workshops, lectures, and conferences on reading, writing, editing, publishing, and literature; organizes cultural fieldtrips; and participates in CSUB's student life.

GST 295 Anger Management (1)
This course teaches about anger as an emotion and a behavior. Students will learn how to effectively identify, express and manage anger in order to be more successful as a student, and in later life.

Upper Division

GST 301 Personal Relationships (2)
The purpose of this course is to focus on communication strategies students need to enhance personal relationships. Students will participate in a series of experiential activities to facility the learning process. Offered on a credit/no credit basis.

GST 305 From CSUB to Ph.D. (2)
This course is for students that want to learn more about graduate school with the ultimate goal of getting into a Ph.D. program. This seminar is sponsored by the McNair Scholars program which is CSUB's only comprehensive program structured to prepare undergraduates for successful entrance into Ph.D.

GST 326 Researching the Electronic Lib (2)
An introduction to effective research techniques using Library electronic resources. Emphasis will be placed upon skills necessary for the identification, retrieval, and evaluation of information for general and specific topics. Students will acquire the competencies necessary to develop an effective search strategy and find research materials, including references to journal articles, full text articles in electronic format, government publications and books.

GST 396A English Tutor Training (1)
This course provides CSUB English tutors with tutor training. This course is required for all new CSUB on- and off-campus tutors. Offered on a credit, no-credit basis.

GST 396B English Tutor Training II (1)

GST 396C GearUp Tutor Training (1)
This course provides CSUB GearUP tutors with tutor training. This course is required for all new tutors in the GearUp Program.

GST 477 Special Topics (1-5)
This course provides 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. Faculty as well as students may propose topics. May be repeated for different offerings. Special Topics courses will not satisfy any general education requirements.

Lower Division

GERM 101 Introductory German I (5)
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.

GERM 102 Introductory German II (5)
A continuation of GERM 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: GERM 101 or two years of high school German.

GERM 103 Introductory German III (5)
A continuation of GERM 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week. Prerequisite: GERM 102 or three years of high school German.

Lower Division

HIST 102 The Making of the Modern Western World, 1750 to the Present (5)
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: ENGL 100 or its equivalent. **GE C3**

HIST 202 Western Civilization I (5)
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 High Middle Ages. Readings in the literature and audiovisual explorations of the arts of Western civilization supplement the lectures. **GE C3**

HIST 204 Western Civilization II (5)
The cultural, political, social, economic, and intellectual development of Western civilization from the Late Middle Ages and Renaissance to the Napoleonic era. Readings in the literature and audiovisual explorations of the arts of Western civilization supplement the lectures. **GE C3**

HIST 206 Western Civilization III (5)
The cultural, political, social, economic, and intellectual development of Western civilization from 1815 to the present. Readings in the literature and audiovisual explorations of the arts of Western civilization supplement the lectures. **GE C3**

HIST 210 World History I (5)
Explores the emergence of world civilizations and the development of religion, politics, economy, society, and culture in Mesopotamia, Africa, Asia, the Americas and Europe. Stresses the formation, maintenance, and collapse of individual societies and the encounters between people of different societies to the early modern period. **GE C3**

HIST 211 World History II (5)
Examines the increasingly globalized and interconnected early modern world. Includes the most significant developments in political organization, economics, religion, and culture. **GE C3**

HIST 212 World History III (5)
Traces the evolution of the "modern" world. Attention given to social, cultural, political, economic, demographic, and ecological implications of the growing interdependence between world regions. **GE C3**

HIST 222 Modern Pacific Asia (5)
An introduction to the histories of the Asian countries on the Pacific rim. The course provides a chronological survey of the modern political and economic history of each country but emphasizes the history of international relations and trade, especially with the United States. **GE C3**

HIST 231 Survey of US History to 1877 (5)
The colonial foundations; political, economic, social and cultural developments in the emerging United States; the early agrarian republic; the Civil War and Reconstruction. **USAH**

HIST 232 Survey of US History Since 1865 (5)
The end of the Civil War; Reconstruction; problems of an increasingly urban and industrialized society; the United States in world affairs. **USAH**

HIST 240 Survey of Latin American History (5)
The evolution of Ibero-American societies from ancient Native American cultures through Spanish and Portuguese colonization to nineteenth- and twentieth-century nation-states. **GE C3**

HIST 250 History of Africa (5)
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. **GE C3**

HIST 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.

HIST 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

HIST 300 Historical Writing (5)
Advanced expository writing focusing on historical subjects; 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 ENGL 110 or its equivalent and upper-division standing. To earn credit for the major a grade of "C" or better is required. **GWAR**

HIST 301 Greece (5)
A survey of the Greeks from the Bronze Age up to 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, drama, and women and the family are explored, as are visual and archaeological evidence.

HIST 302 The Hellenistic Age and the Coming of Rome (5)
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. Archaeological evidence and primary works involve the student more closely in the study of late Greek and early-Roman civilization.

HIST 303 The Roman Empire (5)
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 cent. C.E. The nature of Augustus' settlement, problems of political stability, the crisis of the 3rd cent., 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, documents illustrating social history, and images enhance the course. Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

HIST 304 Early Medieval Europe: AD 500-1100 (5)
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 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. Contemporary documents and visual evidence are incorporated throughout the course.

HIST 305 Medieval Europe, 1100 to the Renaissance (5)
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 audiovisual materials to explore such themes as economic recovery, the church and popular religiosity, the medieval synthesis, the arts, and the role of women.

HIST 306 Europe 1350-1648 (5)
Political, social, economic, and cultural development of Europe from the Renaissance to the Peace of Westphalia. Primary readings and audiovisual materials are used to explore the Renaissance, the Reformation, the religious wars, commercial development, the scientific revolution, and the arts.

HIST 307 Europe 1648-1815 (5)
Political, social, economic, and cultural development of Europe from the Peace of Westphalia to the Congress of Vienna. Primary readings and audiovisual materials are used to explore the Enlightenment, state-building, the French revolution, the beginnings of industrialization, and the arts.

HIST 308 Europe 1815-1914 (5)
Political, social, economic, and cultural development of Continental Europe from the Congress of Vienna to the outbreak of World War I.

HIST 309 Europe Since 1914 (5)
The European nations in two World Wars, use and character of totalitarian movements, social and economic development, new intellectual currents, and the revolt of Asia and Africa against European dominance. Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

HIST 310 Modern France (5)
Political, social, and cultural development of France from the Revolutionary era to the present.

HIST 311 Modern Germany (5)
An examination of the social, cultural, and political background of Germany from the failure of democracy to the rise of Fascism in the nineteenth and twentieth centuries.

HIST 312 Modern Spain (5)
Spanish history from the Spanish American War through the Civil War and Franco dictatorship to the contemporary period of constitutional monarchy.

HIST 313 Ireland Since 1800 (5)
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.

HIST 315 England, 1485-1783 (5)
Political, economic, social, and constitutional development of the British Isles from the Tudor era to the end of the American Revolution.

HIST 316 England, 1783 to the Present (5)
Political, economic, social and constitutional development of modern Britain; the role of Britain in modern European history.

HIST 325 The History of European Colonialism 1500-1970 (5)
The development of European colonialism in modern history 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 de-colonization. Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

HIST 327 The History of African Colonial Independence (5)
The history of African decolonization between 1922 and 1994, a process through which 54 new nations were born, resulting in the demise of imperial and settler colonies in Africa. The course will examine the causes of African decolonization, the various factors that shaped it, its impact throughout the African continent, and the relationship of decolonization to freedom for the African peoples.

HIST 330 Historical Geography (5)
An introduction to cultural geography, the adaptation of human societies to their environments, across time. Using the framework of world history, major periods from early civilizations to contemporary societies are examined in relation to the significant regions of the world, emphasizing global connections.

HIST 340 Latin America (5)
Latin American history from ancient origins through European colonial settlement to independent national societies. Emphasis on twentieth-century political, economic, social and cultural conflicts.

HIST 351 Colonial North America, 1492 - 1776 (5)
The age of discovery, the beginnings of European colonization, Puritanism, and the southern slave system. Political, social, and economic development of the Colonies to the outbreak of the American Revolution.

HIST 352 Revolutionary and Early National America, 1776-1828 (5)
Background and theory of the American Revolution. Politics under the Confederation and origins of the Federal Constitution. Origins of political parties and a national political life.

HIST 356 The Civil War Era, 1828-1877 (5)
A political, social, and economic history of the United States from the Age of Jackson to the end of Reconstruction. Emphasis is placed on the development of the North and South since 1828, the causes of the Civil War, the impact of the war itself on the nation, and the major consequences of Reconstruction.

HIST 357 The Gilded Age and the Progressive Era, 1877-1917 (5)
A political, social, and economic history of the United States from the end of Reconstruction to the entrance into World War I. Examines the responses of the American people and their institutions to rapid industrialization and social change in the late-nineteenth and early twentieth centuries.

HIST 358 America's Rise to Globalism, 1917-1964 (5)
A political, social, and economic history of the United States as it moved through war and depression from being a world power to a superpower.

HIST 359 Recent America, 1960 - Present (5)
A political, social, and economic history of the United States from the tumult of the 1960s through the "Me Decade," the Reagan Revolution, the end of the Cold War, and down to the present.

HIST 374 California History (5)
The history of California, including the Native American, Spanish, Mexican, and American periods, emphasizing social, economic, and cultural change, as well as the development of California's environment, population, institutions, and politics.

HIST 401 The Renaissance (5)
An examination of the major figures and developments of the Renaissance. Use of primary sources and audiovisual materials to explore such themes as humanism, changes in the arts, political ideas and developments, the family and society. Emphasis on the Italian renaissance. Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

HIST 402 The Reformation (5)
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.

HIST 404 Pagans and Christians in the Roman World (5)
A seminar-style course for both undergraduate and graduate students, the course examines imperial Rome as a religious state, from its classical roots to the rise and success of Christianity. The emphasis of the course is on understanding religious life in Roman society, the principles and expressions of paganism, the early character and struggle of Christianity, its challenge to the Roman social order, and particularly its experience and development within the context of Roman society. The effect of Christianity on Rome, as well as classical Rome's role in shaping Christianity, will be explored. Primary documents and visual evidence are used extensively to explore these topics.

HIST 406 The Rise and Fall of the Soviet Empire, 1917-1991 (5)
A survey of the history of the Soviet Union, 1917-1991. This course will explore the nature and significance of the Soviet communist experiment, the controversies to which it has given rise, and the forces, processes, and personalities that shaped the formation, transformation, and ultimate collapse of both the Soviet Union and the Soviet Bloc. From Lenin, Stalin, and communism, to Gorbachev, cosmonauts, and vodka, if you have ever wondered what that Soviet thing was all about, this is the course for you. No previous knowledge of Russian history is required or assumed.

HIST 413 The Middle East in World History, 600-1453 (5)
This course covers the Middle East in world history from the birth of Islam in the early seventh century to the conquest of Constantinople in 1453. Using primary sources in translation the course will seek to bring to life several aspects of the region: its politics and society, scientific explorations, technological enterprises, cultural diversity, the pursuit of the creative arts, travel and spirituality.

HIST 414 The Ottomans in World History 1299-1923 (5)
This course covers the Ottoman Empire from 1299 to the birth of the secular Republic of Turkey in 1923. The course will pay particular attention to the empire's relations with its neighbors, its economy and society, and gender issues in the context of orientalism. It will also consider the Ottoman Empire's global legacy in architecture, culture, the culinary and calligraphic arts, and Sufism.

HIST 416 The Middle East Since 1923 (5)
This course covers the modern period of the Middle East after 1923. It traces the emergence of the nationalist republic in Turkey and continues with key historical events that governed and shaped the countries in the region. Particular attention will be paid to the region of Palestine; the southern Middle East states of Egypt, Saudi Arabia, The Sudan, and Libya; and the conflicts that afflicted Iraq, Iran, Afghanistan, Lebanon, and Syria. The course ends with a brief survey of the role played by the Gulf States.

HIST 421 Gender in East Asia (5)
The evolution of sex and gender as they have been influenced by traditional thought systems and by social and economic developments over time. Topics include ideas about masculinity and femininity, division of labor, economic and legal status of women, marriage and dowry, sexuality and the female body. **GRE**

HIST 422 Medieval and Early Modern Japan (5)
The history of Japan from the earliest times to the beginning of the nineteenth century, focusing on religion, politics, economic development, social trends and elements of the history of ideas. The course also examines Japan's mythic tradition, culture and social structure and its interaction with mainland civilizations.

HIST 423 Modern Japan (5)
All major aspects of Japanese history since 1800, including politics, economic trends, sociocultural and intellectual changes, and foreign relations. Important themes include the conflict between local and foreign ideologies, the socioeconomic roots of World War II from the Japanese perspective, the development of Japanese science and technology, and Japan's contemporary economic and political prominence.

HIST 424 Early and Medieval China (5)
This course is a survey of the early history of China—the genesis of characteristic Chinese institutions and modes of thought from antiquity to the fall of the Tang dynasty (618-907). Topics include the archeological origins, rise of textual traditions, development of political and economic institutions, philosophical debates, social structures, popular religion, and foreign relations.

HIST 425 China from 900 to 1800 (5)
This course examines the bureaucratic-gentry elite, the growth of urban centers, and the spread of print technology and its role in the dissemination of elite and popular cultures during the Song dynasty (960-1279); the Mongol conquest of China and its impact on native political institutions and cultural expression; the founding of the Ming dynasty (1368-1644) and the reverberations of the sixteenth-century economic boom in the realms of social mobility, intellectual ferment, and gender norms; and the splendors and tensions of the multiethnic Qing dynasty (1644-1911) in the eighteenth century.

HIST 426 China since 1800 (5)
This course reviews the fall of the Qing dynasty, the impact of Western imperialism, reform efforts, the rise of Chinese nationalism, new political structures, World War II, and the founding of the People's Republic of China. The course then focuses on the PRC from 1949 to the present. Topics include the Communist Party and the structure of the state, interpretations of Marxism-Leninism and Mao Zedong thought, foreign relations, intellectuals and society, peasant life, human rights, and recent economic developments. Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

HIST 427 The Era of the French Revolution and Napoleon (5)
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.

HIST 433 Hitler's Germany (5)
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.

HIST 436 Inter-American Relations (5)
The evolution of the concept of an American Hemisphere and the role of the United States in Latin America.

HIST 440 Twentieth-Century U.S. Diplomatic History (5)
An examination of the American world role from the 1890s to the 1970s.

HIST 441 Ancient Mexico (5)
The development of Pre-Hispanic civilizations in Mexico from the Olmec to the Aztec.

HIST 442 Colonial Mexico (5)
The historical evolution of Mexico from Pre-Columbian times through the coming of the Spaniards and the Colonial Period to the War of Independence.

HIST 443 Modern Mexico (5)
The political, economic, social, and cultural development of the peoples of Mexico in the nineteenth and twentieth centuries. Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

HIST 445 The American West (5)
This course focuses on the myth and reality of the American West. It covers colonization, exploration, development, politics, geography, economics, and social and ethnic groups in the West. Special topics include Native Americans, the role of the federal government, and the emergence of the modern West. Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

HIST 446 History of the American Empire (5)
This course examines the development and maturation of the American Empire. Beginning with the founding fathers, American foreign policy makers have envisaged the United States as an empire. This course traces the development of the American Empire from its first expansion into Native American lands, the acquisition of the Louisiana Purchase, the expansion across the North American continent, and the extension of an unique American empire into this hemisphere and eventually all regions of the world.

HIST 453 Environmental History of the United States (5)
The history of Americans and their environment. The course will focus on attitudes, policy, and concepts relating to the environment, from the colonial period to the present. Emphasis on the conservation and environmental movements and the development of environmental law and policy. Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

HIST 454 Rebellion in America 1945-1970 (5)
This course examines cultural change in the United States after World War II, tracing the origins, growth and impact of the rejection of basic assumptions about American life, the ways in which that revolt was commercialized, and the accommodation of many of its ideas with mainstream values. Major topics include the struggle for racial equality, the power of popular music, the "bohemianization" of popular culture, and the realities of Vietnam.

HIST 462 Women and Gender in the Modern Transatlantic World (5)
A comparative history of women in North America. and Europe since 1700. The course investigates changes in the legal status, social roles, and behavior of women of different classes, ethnicities, and cultural backgrounds. It examines the rise of women's and feminist organizations with a focus on their impact on their societies, as well as their influences in Europe and across the Atlantic in North America. Major upheavals such as war, political revolutions, dictatorships, and genocide and how they affected women will also be investigated. **GRE**

HIST 464 The American South (5)
This course examines the distinctive economic, social, political, and cultural history of the American South from the colonial era to the recent past. The course will explore the South's evolution from a society with slaves to a slave society, the changing relationship between white and black southerners, the development of Jim Crow segregation and disfranchisement, and change and resistance to change during Reconstruction, in the New South era, and during the Civil Rights Movement.

HIST 465 History of African-Americans to 1865 (5)
The history of Black America during the era of slavery: African origins, the slave trade, slavery during the colonial and national periods, the Civil War, and emancipation. **GRE**

HIST 466 History of African-Americans Since 1865 (5)
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. **GRE**

HIST 467 American Indian History (5)
The history and culture of Native Americans north of Mexico, from the colonial period to the present. The course will address cooperation and conflict in relations between Indians and Euro-Americans, as well as Native American cultural persistence and adaptation. **GRE**

HIST 468 Mexican-American History (5)
A history of Mexican Americans from Spanish colonization to the recent past. Examines Indian and Spanish roots, the Mexican-American War and its consequences, the struggle for civil rights, and contributions to the development of the United States. **GRE**

HIST 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.

HIST 481 History of Southern Africa (5)
This course examines the political, economic, and social changes that occurred throughout southern Africa during this period, with particular attention to life before colonialism, slavery and the slave trade, the rise of African states, the impact of colonialism, resistance to colonialism, nationalism and independence, and the problems and prospects facing independent African states.

HIST 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.

HIST 490 Senior Seminar (6)
One of two options majors may select as the culminating course for the history degree, Senior Seminar explores the nature of the discipline, its many subfields, historiography, and methodology. Whereas Senior Seminar's theme may vary with the instructor, the course regularly considers such topics as objectivity, types of historical writing, and the state of the discipline. Senior Seminar students undertake a lengthy research project that demonstrates their developed skills in gathering and analyzing evidence, incorporating the views of other historians, and communicating their findings in a clear and well-organized paper. Prerequisite: a "C" or better in HIST 300 or its equivalent and senior standing.

HIST 492 Seminar in Public History (6)
One of two options majors may select as the culminating course for the history degree, this course explores the application of historical research beyond the traditional academic setting. Topics include museums and historic sites, archives, historical organizations, government agencies, and business. The course will have a special focus on historic preservation and community history projects, and will include field trips and guest speakers from the public history field. Prerequisite: a "C" or better in HIST 300 or its equivalent and senior standing.

HIST 497 Cooperative Education (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.

HIST 499 Individual Study (1-5)
Admission with consent of department chair.

Graduate Courses

Note: Enrollment in graduate seminars is at the discretion of the instructor.

HIST 501 Historiography (5)
The development of history as a distinct discipline, and the themes and approaches used by historians.

HIST 503 Historical Research Methods (5)
Introduction and practice in the use of primary sources, including review of various historical methodologies and techniques of research design. Students will gain experience in the development of research proposals and in the use and verification of different types of historical evidence.

HIST 525 Reading Seminar in European History (5)
Reading in selected topics to be announced each quarter. May be repeated if instructor or subject matter is different.

HIST 535 Reading Seminar in Asian History (5)
Reading in selected topics to be announced each quarter. May be repeated if instructor or subject matter is different.

HIST 554 Reading Seminar in Early American History: Colonial to Reconstruction (5)
Reading in selected topics to be announced each quarter. May be repeated if instructor or subject matter is different.

HIST 555 Reading Seminar in American History: Reconstruction to the Present (5)
Reading in selected topics to be announced each quarter. May be repeated if instructor or subject matter is different.

HIST 556 Reading Seminar in the American West (5)
Reading in selected topics to be announced each quarter. May be repeated if instructor or subject matter is different.

HIST 565 Reading Seminar in Mexican and Mexican-American History (5)
Reading in selected topics to be announced each quarter. Special emphasis on materials suitable for prospective teachers. May be repeated if instructor or topic is different.

HIST 602 Research Seminar in European History (5)
Research in selected topics to be announced each quarter. May be repeated if instructor or subject matter is different.

HIST 608 Research Seminar in American History (5)
Research in selected topics to be announced each quarter. May be repeated if instructor or subject matter is different.

HIST 697 Master's Thesis (1-5)
May be repeated to a maximum of 5 quarter units.

HIST 698 Comprehensive Examination (1-5)
May be repeated to a maximum of 5 quarter units.

HIST 699 Individual Study (1-5)
Admission with consent of department chair.

Lower Division

HUM 207/407 MyWritingLabPlus (1)
An online writing lab using the MyWritingLabPlus program (not Blackboard) that generates individualized plans for each student. This program focuses primarily on writing and grammar/mechanics. In the first few weeks of the quarter, students should log into the program and take a diagnostic test that will design their MWLP program. By the end of the quarter, students should have completed 20 topics (of their own choice) from their individualized programs. May be repeated for up to 10 units.

Upper Division

HUM 479 Literature and the Other Arts (5)
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. Lecture/discussion. Carries credit in either English or Fine Arts. Prerequisite for English credit: ENGL 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.

Lower Division

INST 205 Introduction to Women's and Gender Studies (5)
Introduction to women's and gender studies drawing on multiple disciplines such as art, communication, economics, history, literature, philosophy, political science, psychology, religious studies, and sociology. This class will introduce students to several different frameworks for thinking about sex and gender, their intersections with other social categories such as race, class, and sexuality, and their differences across various social and cultural contexts. We will consider the ways that gender functions in the arts, humanities, and social sciences, and how it impacts the concrete reality of women's and men's lives. **GRE**

Upper Division

INST 312 Plagues and People: A Biohistorical Examination of Mankind and Disease (5)
This course analyzes the relationship between pestilence and population, between man's historical achievements and his biological weaknesses, and between history's most dramatic episodes and biology's most significant contributions. Carries credit in History and Science. **GE T1 or GE T2**

INST 348 People, Ethics, and Other Animals (3)
Examination of peoples' attitudes toward and interactions with members of other animal species. The emphasis is upon ethics systems and current controversies in relationships with other animals. Up to 5 units in the Human-Animal Studies series can carry credit in Psychology.

INST 349 People and Animal Companions (3)
The psychology of peoples' relationships with animal companions (pets). Topics include motivations for pet-keeping, personality research, attachment, companion animals and human development, and ethical issues in relationships with animal companions. Prerequisite INST 348. Up to 5 units in the Human-Animal Studies series can carry credit in Psychology.

INST 350 Animal-Assisted Therapy (3)
An examination and critical analysis of Animal-Assisted Therapy. Coverage of issues involved in defining and explaining AAT, and controversies about its outcomes. Historical trends in the development of AAT, including current professionalization of AAT. Prerequisite INST 348. Up to 5 units in the Human-Animal Studies series can carry credit in Psychology.

INST 351 Applied Experience in Human-Animal Studies (1)
Volunteer experience in a community setting relevant to human-animal studies. Only one unit may be earned per term, and no more than 3 units may be applied toward the baccalaureate degree. Prerequisites: INST 348 and 3 additional units in the Human-Animal Studies course series. Offered on a credit-no credit basis only.

INST 363 Personhood Contemporary Policies and Practices (5)
Psychological, philosophical and biological perspectives on the person as mind, body and brain will inform exploration of public policy issues related to the nature of a person (e.g. gender, sexuality, status of machines, animals, human embryos); rights and responsibilities (e.g., civil commitment, insanity plea, competence); and wellness and illness (e.g., mental illness and its treatment). Prerequisite: Completion of General Education Areas A, B4, C, and D. **GE T3**

INST 369 Environmental Politics (5)
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.

INST 377 Special Topics (1-5)

INST 390 The Educator as Social Scientist (5)
Consideration of the nature of social sciences as a subject matter area in public education, including its citizenship aspects. Projects, papers, and portfolios that demonstrate thoughtfulness about the social sciences and closely related humanities and that lay the basis for defining career goals and assessing achievement of those goals. Carries credit in either Economics, History or Political Science.

INST 420 Electronic Legal Research Methods (2)
An introduction to research using electronic resources such as Lexis/Nexis and the Internet. Emphasis will be placed upon effective search strategy development, mastery of search tools, identification of potential resources, and retrieval of pertinent sources. Course will include legal research using Lexis/Nexis. Student will develop familiarity and skills related to search strategy development, search software, Internet navigation, research sites, and other related skills.

INST 435 Negotiation and Conflict Management (5)
Comprehensive survey of current trends in the theory and practice of negotiation as a means of resolving conflict and reaching agreement. Topics include: internal team management and pre-negotiation analysis; strategies and tactics; context and dynamics; impact of culture, gender, and personality types; follow-up and implementation; multilateral negotiation; and third party intervention. Case studies from the Program on Negotiation at Harvard Law School.

INST 496 Internship in Gerontology (5)
Supervised field experience in community organizations and institutions. Career-orientated experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area.

Graduate Courses

INST 661 Managerial Economics (5)
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.

INST 697 Master's Thesis in Interdisciplinary Studies (5)
Research in an approved area of study appropriate to the interdisciplinary nature of the degree conducted under the supervision of the student's Program Committee. An oral explanation and defense of the thesis is required. Offered on a credit, non-credit basis only.

INST 698 Master's Project in Interdisciplinary Studies (5)
The project will be the application of both theory and methods appropriate to the interdisciplinary nature of the degree conducted under the supervision of the student's Program Committee. An oral explanation will be required. Offered on a credit, non-credit basis only.

INST 699 Individual Study (1-5)
Independent investigation by the student in consultation with a professor in an area of major interest and approved by the student's Program Committee. Offered on a credit, no-credit basis only. May be repeated with different topics.

Lower Division

LBST 299 Individual Study (1-5)
Exploration of a topic through individual study with a faculty sponsor. Prerequisite: Consent of the instructor, who will serve as sponsor, and approval of the Director of the Liberal Studies Program. Offered on a credit, no-credit basis only. [By petition].

Upper Division

LBST 385 Educational Policy and Diversity (5)
Universal education for all is a cornerstone of democracy. Extolled, criticized and reinvented, public education continues to play a crucial role in fostering "equal opportunity'-an ideal held dearly by many in the U.S. This course examines the role played by education in mitigating the differences in social and economic opportunities and outcomes by race, gender and class. Prerequisite: A course which included field experience in an elementary classroom.

LBST 477 Special Studies in Liberal Studies (1-5)
Topics will be announced prior to registration. May be repeated for different course content.

LBST 496 Internship in Liberal Studies (3)
The course consists of supervised field experiences in an educational activity with students aged 5-12 in the academic area of the student's concentration in Liberal Studies.

LBST 497 Cooperative Education (5)
The Community Service program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the program director. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and with the faculty liaison (or course instructor, working with the field supervisor). Offered on a credit, no-credit basis only.

LBST 499 Individual Study (1-5)
Exploration of a topic through individual study with a faculty sponsor. Prerequisite: Consent of the instructor, who will serve as sponsor, and approval of the Director of the Liberal Studies program. Offered on a credit, no-credit basis only. [By petition].

Upper Division

MGMT 300 Organizational Behavior (5)
Students are provided with theoretical and conceptual frameworks drawn from the social sciences for understanding human behavior in business organizations. Emphasis is placed on the application of these theories and concepts to management and behavioral issues in organizations. Topics include individual differences, perception, motivation, learning, groups, communication, leadership, decision-making, diversity, total quality management, international OB, politics, and ethics.

MGMT 302 Introduction to Operations Management (5)
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, operations technology, product and service design, project planning and scheduling, facility location planning, facility layout, materials management, Six Sigma, and quality management and control. Computer software is used to analyze operations management functions. Recommended: BA 301.

MGMT 308 Organization Theory and Design (5)
A study of the theories and research that explain why business organizations operate the way they do. A social system perspective is presented that views the business organization's external environment and structure as critical determinants of organizational effectiveness. Key department level and organizational level variables and models are studied with the goal of developing an understanding of the patterns and relationships among organizational dimensions such as strategy, structure, goals, size, technology, and external environment. Prerequisite: MGMT 300.

MGMT 309 Career and Managerial Skills (5)
This course has three primary objectives: increase understanding of relevant career options through completion of the comprehensive career assessment plan, increase understanding of managerial and employee survival skills and increase understanding of work/life balance issues through completion of a comprehensive work/life balance assessment balance. Prerequisite: MGMT 300.

MGMT 310 Human Resource Management (5)
This course provides an overview of the functional areas of Human Resource Management. The course begins by examining environmental factors such as legislation, organizational strategy, labor, and global issues. Next the HR process is examined-recruiting, training, compensation, benefits, performance appraisal, and termination. Throughout the course, students are provided with the opportunity to engage in HR practice and develop HR policy. Prerequisite: MGMT 300.

MGMT 340 Entrepreneurship (5)
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 to formulate a realistic business plan for a new venture. Topic areas include self-assessment, identifying and evaluating new venture opportunities, obtaining capital, writing and presenting the business plan, and managing the emerging firm.

MGMT 345 Small Business Management (5)
This course is designed to facilitate the acquisition of knowledge and skills needed to manage an ongoing small business. The focus is on owner/manager decision-making. Topics covered include ownership, personal selling, advertising, sales promotion, financial analysis, record keeping, personnel management, and the like.

MGMT 350 Agricultural Management (5)
Core management concepts and theories applied to agribusiness. Topics include individual dynamics (motivation, values); planning (demand, forecasts, budgets); organizing (strategy, structure, change); leadership (power, influence, negotiation, human resources); and control (product/inventory, financial management). Cross listed with AGBS 350.

MGMT 405 International Management (5)
An examination of contemporary issues related to managerial training, political structure, foreign receptivity to United States business, cultural factors, organizing, and controlling the international firm.

MGMT 420 Compensation and Benefits Administration (5)
This course is designed to provide the student with a practical and theoretical understanding of compensation and benefits from the perspectives of managers (who make reward decisions), employees (who receive the rewards and are the "customers" of the reward system), and human resource practitioners (who assist in the design and maintenance of reward systems). Topics include pay strategies, job evaluation, salary surveys, pay structures, pay banding, merit pay, skill-based pay, team-based pay, gain sharing, profit sharing, legally required benefits, health insurance, and retirement plans. Prerequisite: MGMT 310.

MGMT 422 Staffing, Selection, and Workforce Development (5)
This course is designed to provide the student with a practical and theoretical understanding of workforce planning, specifically the staffing and selection process and workforce development. Topics include current legal issues, interviewing methods, assessment centers, integrity testing, personality testing, psychological tests, validation methods, planning, and cost evaluation, as well as workforce training and development needs. Prerequisite: MGMT 310.

MGMT 428 Current Topics in Human Resource Management (5)
This course is about leading edge topics in Human Resource Management. As the organization's requirements change, so must the skill set of the HR professional supporting that organization. Topics may include top management roles, change management methodologies, strategic HR planning, international HRM, benchmarking HR processes, reengineering human resources, the role of training, and consultant roles. This course will rely on case studies and research to develop these skills. Prerequisite: MGMT 310.

MGMT 430 Negotiation, ADR, and Conflict Management (5)
Comprehensive survey of current trends in the theory and practice of negotiation as a means of transacting business, including the resolution of conflict and reaching agreement. Principles of Alternative Dispute Resolution (ADR) will be introduced as a tool for resolving disputes by non-litigious approaches, such as third party intervention, mediation, arbitration, etc. Topics include: integrative and distributive methods; internal team management and pre-negotiation analysis; tactics and strategies; context and dynamics; diversity impact of culture, gender, and personality types; implementation, monitoring, and follow-up; and multilateral negotiation. Recommended: MGMT 300.

MGMT 440 Logistics Management (5)
This is an introductory survey course of the history, current issues, and basic principles of logistics. It will examine the basic activities of logistics operations, the role of information technology, benefits of strategic partnerships, procurement, customer service, warehousing, transportation, and regulation. All will be discussed within the context of globalization. Course prerequisites: MGMT 302 and MKTG 300.

MGMT 445 Purchasing and Supply Chain Management
This is a survey course of the current issues and basic principles of purchasing and its role in the era of global supply chains. It will examine the traditional role of purchasing and supply management in cost containment and revenue enhancement. As well, the more recent responsibilities of environmental, social, political, and security concerns that have arisen with the expansion of supply chains into developing countries will also be examined. Course prerequisites: MGMT 302 and MKTG 300, and Lower Division Core.

MGMT 460 Total Quality Management (5)
This course uses an applied and theory based approach to introduce the core principles of TQM, the most common and current TQM practices/techniques and how they relate to familiar management concepts. The course covers the concepts of customer-supplier relations, teamwork, and empowerment, and how TQM relates to topics such as organizational design and change, groups, leadership, and motivation. Students will learn how these principles and methods have been put into effect in a variety of organizations. Topics include: a review of contributions by Deming, Juran, Crosby and other, statistical aids, process control, quality teamwork, designing organizations for quality, strategic planning and total quality implementation, and quality leadership.

MGMT 477 Special Topics in Management (1-5)
This course provides an opportunity to present an in-depth study of selected management subjects not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

MGMT 496 Internship in Management (1-5)
This course is designed to provide an integrated academic experience in a work setting. Units may not be used to satisfy the requirements of the Business Administration major. Students may earn a maximum of 5 units through internships. Offered on a credit, no-credit basis only.

Graduate Courses

MGMT 600 Seminar in Organizational Theory and Design (4)
This is a study of the theories and research that explain why business organizations operate the way they do. A social systems perspective is presented that views the business organization's external environment and structure as critical determinants of organizational effectiveness. Key department-level and organizational- level variables and models are studied with the goal of developing an understanding of the patterns and relationships among organizational dimensions such as strategy, goals, size, technology, and external environment. The case method is used extensively to develop skill in diagnosing and solving organizational design problems.

MGMT 602 Seminar in Operations and Technology Management (4)
This course is an examination of principles related to effective utilization of factors of production in manufacturing and nonmanufacturing systems. This course uses extensive readings and case studies to define and analyze problems of productivity improvement, production planning, inventory management, quality control, system design and implementation from the operating manager's perspective. Issues in management of technology-based organizations, capacity planning, scheduling, facilities design, operations strategy in services, and supply chain management will also be explored.

MGMT 604 Advanced Organizational Behavior (4)
This course provides a review and extension of the basic theoretical and conceptual framework necessary for making sense out of behavior in organizations. The emphasis is on applying theory and concept to management, particularly in business organizations. Topics include: individual differences, perception, learning, motivation, group dynamics, communication, leadership, conflict management, organizational structure, organizational culture, and change management. Application is made through case studies, analysis of video clips, and through group and classroom discussions.

MGMT 605 Managerial Skills (4)
This course focuses on developing and enhancing managerial skills that are of major importance for current and future career survival and success. Specific skill areas include: self-management, communication, decision making, motivation, delegation, team management, diversity management, negotiation, organizational politics, and change management. The course is primarily experiential in nature with skill assessments, exercises, role-plays, case studies, and group discussion activities being the primary learning tools. Relevant literature from the behavioral sciences will provide a knowledge base for skill development.

MGMT 610 Seminar in Human Resource Management (4)
This course is about the strategic management of human capital. A strategic analysis of the traditional human resource management functions-selection, compensation, recruiting, and training-will be completed. The influences of the legal environment are also considered. Other topics focus on the tools that are used to manage data necessary to manage human capital effectively. These include HR based change management methods, process mapping HR processes, and Human Resource Information Systems (HRIS).

MGMT 645 Seminar in Small Business Manangement (4)
This course is designed to facilitate the acquisition of knowledge and skills needed to manage an ongoing small business. The focus is on owner/manager decision-making. Topics covered include ownership, personal selling, advertising, sales promotion, financial analysis, record keeping, personnel management, and the like.

MGMT 650 Seminar in Global Operations Management (4)
This course introduces students to a conceptual framework which will help them recognize and meet international operations management challenges. It studies issues relating to global sourcing and logistics, and manufacturing competencies of different nations. Topic areas include: strategic planning for global competitiveness, managing global facilities, managing global supply chains, improving operations performance, world class manufacturing, building a strategic alliance, coordinating international manufacturing and technology, and overcoming the limits to global operations project.

MGMT 655 Seminar in Statistical Analysis (4)
The issues and methods involved in conducting business research will be explored. Students will collect data that will then be analyzed by utilizing a variety of statistical techniques via computer. Bivariate, multivariate and nonparametric techniques will be covered. A strong emphasis will be placed on the use of statistics to aid in managerial decision-making. Examples of actual business research will be reviewed.

MGMT 670 Advanced Readings in Management (4)
This course will develop skills in graduate students to support continued professional and academic development beyond their current degree program. While traditional college learning is focused on textbooks, the knowledge that is presented in these books typically first appeared in academic journals and books produced by researchers for the professional public. The purpose of this course is to introduce graduate students to this type of literature and to enhance their ability to critically read, evaluate, and learn from this literature. The format of the course is that of a seminar, requiring extensive reading and preparation before class in order to facilitate in depth analysis and discussion during class.

MGMT 677 Selected Topics in Management (1-4)
Special topic courses provide each 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.

MGMT 680 e-Business: Challenges and Opportunities (4)
This course provides students with a conceptual framework for understanding the challenges and opportunities that face e-Business systems. The course is cross-functional, decision focused, and strategic in its orientation. Different types of e-Business applications are analyzed based on web site reviews and case studies. The course includes a practicum in which teams of students build a prototype e-Business system. Specific topics covered include the integration of supply chain management and e-Business, e-procurement, selling, chain management, enterprise resource planning, collaborative computing technologies, virtual team management, considerations for hardware and software development and/or purchasing, controlling e-Business cost, quality, and risks, and the legal and social environment of e-Business.

MGMT 690 Seminar in Strategic Management (4)
The subject of this course is competitive behavior and the "strategy" of business firms. Competition is defined to be the effort to create and retain economic value within an environment of interdependence among competing firms. Strategic behavior is the effort of a firm as a coherent objective-seeking entity to create economic value within a competitive environment. An understanding of strategic behavior requires a close examination of 1) business objectives, 2) firm structural interdependence, and 3) value creation within the structure of competitive interdependence. Prerequisites: FIN 600, MGMT 600, and MKTG 600.

MGMT 699 Individual Graduate Study in Management (1-4)
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).

Lower Division

MIS 200A Software Productivity Tools (2)
This course examines software productivity tools. These tools will include word processing, spreadsheets, database, presentation software and the Internet. Microsoft Windows will be taught in order to manage microcomputer resources. In addition, students will be shown how to use and benefit from the information superhighway. A comprehensive test, designed by the BPA faculty, will be given at the end of the course.

Upper Division

MIS 300 Management Information Systems: Concepts and Applications (5)
This course will provide an overview of the computer-based information systems, their components, and the process of development and implementation. The role of information systems will be taught from an interdisciplinary perspective. A heavy emphasis will be given to information management, database design, collection and manipulation of data, sharing data among the functional areas and relational database concepts. New developments in MIS and how they affect the functional areas of business that improve the competitiveness of a business organization will be explored and developed. Issues such as decision support systems, geographic information systems and group support systems will be explored. Prerequisite: MIS 200A or equivalent.

MIS 320 Introduction to Geographic Information Systems (5)
An introduction to the basic principles of Geographic Information Systems (GIS) with applications to a variety of problems using established data sources. The course includes fundamental principles of cartographic design and communication. Students are expected to become proficient users of ArcView GIS Software package. Lab sessions cover step-by-step GIS practice in the real world, including working with public domain data, importing data into GIS, creating a GIS database, performing spatial analysis with tools, building GIS models, and presenting results. Business and public sector applications. Prerequisite: MIS 200A, ECON 210, or equivalent. Cross-listed with ECON 320.

MIS 330 System Analysis and Design (5)
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 a computer based solution. Prerequisite: MIS 300 or equivalent.

MIS 340 Fundamentals of Database Systems and Internet Technologies (5)
This course introduces the fundamental concepts and applications of relational database systems, as well as basic knowledge of Geo-database systems. Students will gain an understanding of the relational model and SQL, as well as the entity-relationship diagram for database modeling. The concepts and tools of database design will be stressed. Students will be required to use various tools (i.e., CASE) for instruction and assignments. Prerequisite: MIS 200A, ECON 210, or equivalent.

MIS 440 Data Communications (5)
This course introduces the fundamental concepts and applications of relational database systems, as well as basic knowledge of Geo-database systems. Students will gain an understanding of the relational model and SQL, as well as the entity-relationship diagram for database modeling. The concepts and tools of database design will be stressed. Students will be required to use various tools (i.e., CASE) for instruction and assignments. Prerequisite: MIS 200A, ECON 210, or equivalent.

MIS 477 Special Topics in Management Information Systems (1-5)
This course provides an opportunity to present an in-depth study of selected management information systems subjects not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

MIS 480 Electronic Commerce (5)
This course examines the foundations, applications, and business models of e-commerce as they relate to functional area of a business. Nine major categories of e-commerce will be explored and their popular business models will be discussed. Web marketing, electronic payment systems and mobile commerce will be examined. The course will also review various scenarios for the future of e-commerce including the convergence of e-commerce and traditional commerce. Prerequisite: MIS 300 or MKTG 300 or equivalent.

MIS 496 Internship in Management Information Systems (1-5)
This course is designed to provide an integrated academic experience in a work setting. Units may not be used to satisfy the requirements of the Business Administration major. Students may earn a maximum of 5 units through internships. Offered on a credit, no-credit basis only. Prerequisite: MIS 260 or equivalent and MIS 300 or equivalent or permission of the instructor

Upper Division

MKTG 300 Marketing Principles (5)
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. Internet and e-commerce issues are also discussed.

MKTG 301 Consumer Behavior (5)
An analysis of the individual and aggregate market behavior of consumers and of the use of theoretical and empirical consumer information in developing marketing policy and strategy. Prerequisite: MKTG 300.

MKTG 302 Advertising and Public Relations Strategy (5)
An integrated approach to planning and creating the firm's total marketing communications program, primarily advertising, sales promotion, public relations, and Internet advertising. Surveys the entire field of promotion in its social and management context and develops the creative approach, strategy, and tactics necessary to realize the objectives of the marketing program. Emphasizes student participation through cases and projects; also the application of quantitative statistical and qualitative research techniques to formulate and evaluate communications plans. Prerequisite: MKTG 300.

MKTG 304 Professional Selling (5)
Study of professional selling process as marketing activity. Topics include understanding buyer/consumer behavior, communication, relationship building. Students will be trained in tools for effective professional selling or other persuasive business interactions. Skills include finding leads, qualifying prospects, determining needs, developing and delivering sales presentations, overcoming objections, closing sales, and post-sales support. Role-playing is an integral part of the course. Prerequisite: MKTG 300.

MKTG 315 Professional Self-Presentation (2)
Graduating students, both business majors and non-business majors, need to be able to present themselves well in order to succeed, regardless of their career path. Reports from recruiters indicate that students often come ill prepared to job interviews. This course will help students learn to more effectively promote themselves by making good first impressions and by using proper etiquette, good conversational skills, proper grammar, and effective body language.

MKTG 351 Agricultural Marketing (5)
Core marketing concepts applied to agriculture and the food system. Considers the conceptual foundations of effective marketing and industry practices by growers, processors and packagers, distributors, brokers, agents, and retailers. Imparts a forward-looking global perspective by incorporating research findings, technology trends, and international marketing strategies. Incorporates business cases, simulated decision scenarios, guest speakers, and field projects involving local enterprises. Ethical issues are considered and marketing strategies analyzed in the context of customer objectives and stakeholder concerns. Cross listed as AGBS 351.

MKTG 400 Marketing Research and Control (5)
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 is emphasized. Prerequisites: MKTG 300 and BA 301.

MKTG 405 Sales Management (5)
Recruitment, hiring, training and retention of salespersons. Providing analytical skills related to sales planning, analysis and control, sales forecasting, and estimating the profitability of the sales generated and potential sales. Prerequisites: MKTG 300.

MKTG 406 Marketing Channels and Logistics (5)
A study of the distribution function including retail management, supply chain management, inventory management, transportation, and e-marketing distribution strategies. Includes study of relationship building with channel partners, channel leadership and integrated channel strategies. Completion of MKTG 300 with a grade of D- or higher.

MKTG 410 e-Business Marketing Strategy Analyses (5)
Customer service and positive customer experience are critical in the E-Business marketplace. This course covers all the necessary technical details related to the Internet, and places these details within the context of marketing strategy, consumer behavior, advertising, and other marketing topics. Specific topics discussed include detail assessment of: the relationship between brand management and marketing strategy; the rise of web casting; web site promotion; web site quality measurements; email list harvesting and targeting; banner ad exchange; search engine positioning; web survey methodology; web site traffic analysis; Usenet; and news group marketing.

MKTG 420 Global Marketing (5)
Analysis of the development of international marketing strategies and programs from the determination of objectives and methods of organization through execution of research, advertising, pricing, distribution, financing, and human resource management activities. Emphasis on the design of optimal strategies under varying physical, economic, political, social and cultural environments and specific marketing situations. Case analysis. Prerequisite: MKTG 300.

MKTG 430 Services Marketing (5)
An intensive study of the concepts, practices, and development of strategies involved in marketing of services. The course will focus on the unique aspects of services marketing, such as demand management and quality control, and will cover a wide variety of services, including professional and business services. A case analysis approach will be used. Prerequisite: MKTG 300.

MKTG 477 Special Topics in Marketing (1-5)
This course provides an opportunity to present an in-depth study of selected marketing subjects not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

MKTG 490 Marketing Planning and Problem Solving (5)
Focuses upon formal marketing planning and analysis of problems facing the marketing executive. Practical case studies utilized for the identification and analysis of marketing problems, selection and evaluation of alternative solutions and plans, and implementation of recommended strategies. The course integrates all aspects of marketing, business and quantitative theory into strategic policy-making, including Internet marketing and e-commerce. Prerequisites: MKTG 300 and two additional marketing courses from the following: MKTG 301, 302, 304, 405, 406, 410, 420, 430 or permission of the instructor.

MKTG 496 Internship in Marketing (1-5)
This course is designed to provide an integrated academic experience in a work setting. Units may not be used to satisfy the requirements of the Business Administration major. Students may earn a maximum of 5 units through internships. Offered on a credit, no-credit basis only.

Graduate Courses

MKTG 600 Seminar in Marketing Management (4)
This course presents development of marketing strategy for the organization and design of integrated product- service, promotion, and distribution programs utilizing systems analysis. It includes intensive analysis of management's marketing problems, including market analyses, pricing, channels of distribution, promotion, competition, product strategies, and marketing research. Applications are emphasized to include research, quantitative, and business analytical techniques through the development of case and project assignments.

MKTG 601 Seminar in Consumer Behavior (4)
This course involves intensive analysis of behavioral science concepts, theories, and current empirical research in buyer behavior. The research orientation of the course requires developing an understanding of statistical tests and research designs currently employed in buyer behavior. Equal emphasis is placed on developing creative marketing strategy and programs on the basis of such research. Prerequisite: MKTG 600 or permission of instructor.

MKTG 602 Seminar in Advertising and Public Relations Strategy (4)
This course regards the 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. It includes qualitative, statistical, financial, and computer applications. The course integrates theory with case analyses and the development of a comprehensive marketing communications plan. Prerequisite: MKTG 600 or permission of the instructor.

MKTG 604 Seminar in Services Marketing (4)
This course is an investigation into and analysis of the complexities and unique aspects of marketing services contrasted to the marketing of tangibles. Special attention will be given to creating effective customer service, demand management, and quality control. The case study method will be utilized.

MKTG 606 Seminar in Marketing Channels and Logistics (4)
A study of the distribution functions including retail management, supply chain management, inventory management, transportation, and e-marketing distribution strategies. Includes study of relationship building with channel partners, channel leadership, and integrated channel strategies. Course work will include group projects and case studies.

MKTG 610 Seminar in Global Marketing (4)
This is a study of current global marketing status in industrialized, newly industrialized (NICS) countries, emerging democracies, and the developing world in a dynamic environment of changing communication technologies. Discussion of research techniques one should use in selecting the countries, entry strategies, and developing the right marketing mix and strategies to meet the needs of the countries selected. Marketing management techniques to be used keeping in mind the degree of literacy, economic, legal, political, and socioeconomic environmental variables. Developing and implementing global marketing strategies during the 21st century in an environment in which the countries around the world are grouping into trading blocks like the European Economic Community and NAFTA. Extensive use of library resources, case studies, and empirical research projects.

MKTG 677 Selected Topics in Marketing (1-4)
Special topic courses provide each 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.

MKTG 699 Individual Graduate Study Marketing (1-4)
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).

Developmental Mathematics

MATH 75 Developmental Mathematics I (5)
First of two courses reviewing fundamental concepts, geometry, basic data analysis, and introductory algebra. Topics include: Operations and ordering of real numbers; plotting on the number line; algebra of polynomial expressions; linear equations; linear inequalities in one variable; equations and graphs of lines; systems of linear equations; graphical representations of data; mean, median and mode; estimation and prediction; introduction to counting and probability; perimeter, area, and volume; angles in the plane; special triangles; congruence; Pythagorean Theorem; parallel and perpendicular lines. Emphasis is on applications of concepts. Course does not count toward graduation. Prerequisite: A score of 36 or below on the ELM. Co-requisite: GST 75. Enrollment in this course if the CSU Entry Level Mathematics requirement has been satisfied requires instructor permission.

MATH 85 Developmental Mathematics II (5)
Second of two courses reviewing fundamental concepts, geometry, basic data analysis, and introductory algebra. Topics include: Functions; algebra of polynomial rational and radical expressions; factoring; introduction to rational exponents; solutions of linear, systems of linear, absolute value, quadratic, rational and radical equations; solutions of linear inequalities in two variables; graphs of quadratic functions; midpoint and distance formulas; ratio, proportion and similar triangles; square and higher-order roots. Emphasis is on applications of concepts. Passing this course satisfies the Entry Level Mathematics requirement but does not count toward graduation. Prerequisite: (1) A score of 38 - 48 on the ELM; or (2) a passing grade in MATH 75. Co-requisite: GST 85. Enrollment in this course if the CSU Entry Level Mathematics requirement has been satisfied requires instructor permission.

Lower Division
To enroll in any course numbered 100 or above, a student must have satisfied the CSU Entry Level Mathematics requirement [see the section on Academic Information].

MATH 101 Finite Mathematics (5)
Mathematical topics for business, social, and life sciences selected from logic; set theory; combinatorics; statistics; matrix algebra; linear programming; Markov chains; analytic geometry; graph theory; and mathematics of finance. Prerequisite: Satisfaction of the CSU Entry Level Mathematics requirement.

MATH 120 Introduction to Quantitative Methods in Business (5)
Matrix algebra and systems of equations, analytic geometry, basic concepts of differential calculus and introduction to integral calculus. Applications from the areas of business and economics. Course makes use of appropriate computing technology and graphing utilities. Prerequisite: Satisfaction of the CSU Entry Level Mathematics requirement.

MATH 140 Elementary Statistics (5)
Descriptions of sample data; exploratory data analysis; elementary probability; binomial, normal, t-, and other distributions; estimation and hypothesis testing techniques; linear regression and correlation. Use of statistical packages. Applications to fields including business, natural sciences, social sciences, and humanities. Prerequisite: Satisfaction of the CSU Entry Level Mathematics requirement. (Credit toward graduation cannot be earned for both MATH 140 and PSYC 200) **GE B4**

MATH 190 Pre-calculus I: Intermediate and College Algebra (7)
Review of Intermediate Algebra including operations with polynomials and radicals, and absolute value. The algebraic and graphical analysis of polynomial, rational, exponential, and logarithmic functions and their applications. The concept of function is used as a unifying theme. This course makes use of graphing utilities. Prerequisite: Satisfaction of the CSU Entry Level Mathematics requirement. It is recommended that students enroll concurrently in MATH 281. **Note:** *Students whose previous intermediate algebra coursework is not recent are strongly encouraged to enroll in MATH 190. Students may receive credit for either MATH 190 or MATH 191, but not both.*

MATH 191 Pre-calculus I: College Algebra (5)
Algebraic and graphical analysis of polynomial, rational, logarithmic and exponential functions and their applications. The concept of function is used as a unifying theme. This course makes use of graphing utilities. Prerequisite: (1) Score of (a) 50 or higher on the ELM Exam, (b) 550 or higher in the SAT (Math) exam, or (c) 23 or higher in the ACT (Math) exam; or (2) Satisfaction of the CSU Entry Level Mathematics requirement and a passing score on the Pre-calculus Readiness Test. It is recommended that students enroll concurrently in MATH 281.

MATH 192 Pre-calculus Mathematics II: Trigonometric Functions (5)
Algebraic, geometric and graphical analysis of trigonometric functions and their applications. Unit circle trigonometry. Trigonometric functions of real numbers. Introduction to polar coordinates and conics. This course makes use of graphing utilities. Prerequisite: A grade of C- or better in MATH 190 or 191. It is recommended that students enroll concurrently in MATH 281.

MATH 201 Calculus I (5)
Introduction to the differential calculus of elementary (including logarithmic, exponential, and trigonometric) functions. Emphasis on limits, continuity, and differentiation. Applications of differentiation (including curve sketching, optimization, and related rates); antiderivatives. Students may not use any Computer Algebra System (CAS) capability in this course. Prerequisite: (1) A grade of C- or better in MATH 192; or (2) Satisfaction of the Entry Level Mathematics requirement and an appropriate score on the UC/CSU MDTP Calculus Readiness Test or equivalent. It is recommended that students enroll concurrently in MATH 281. **Note***: Students without recent credit in MATH 192 are advised to consult the Department of Mathematics and to take the UC/CSU Pre-calculus Diagnostic Test before enrolling in MATH 201.*

MATH 202 Calculus II (5)
Introduction to the integral calculus of elementary functions. The Fundamental Theorem of Calculus; techniques of integration; applications of integration; improper integrals**;** sequences and series. Students may not use any Computer Algebra System (CAS) capability in this course. Prerequisite: A grade of C- or better in MATH 201 or 231. It is recommended that student enrolls concurrently in MATH 281.

MATH 203 Calculus III (5)
Three dimensional analytic geometry; parametric curves; functions of several variables; partial and directional derivatives; the chain rule; gradients; optimization including Lagrange multipliers; double integrals**.** This course may make use of computer algebra systems. Prerequisite: A grade of C- or better in MATH 202, 212 or 232. It is recommended that student enrolls concurrently in MATH 281**.**

MATH 204 Calculus IV (5)
Polar, cylindrical and spherical coordinates; double integrals; triple integrals; vector calculus, including line and surface integrals, the Fundamental Theorem of Line Integrals, and the theorems of Green, Stokes, and Gauss; selected topics. This course may make use of computer algebra systems. Prerequisite: A grade of C- or better in MATH 203 or 233 and either MATH 222 or CMPS 221. It is recommended that student enrolls concurrently in MATH 281**.**

MATH 205 Ordinary Differential Equations (5)
First-order differential equations; linear differential equations; linear systems. Laplace transforms and/or series solutions of second-order linear equations; geometric approach to nonlinear differential equations and to questions of stability. Prerequisite: A grade of C- or better in MATH 203 or 233 and either ENGR 162, CMPS 221 or MATH 222. It is recommended that student enrolls concurrently in MATH 281**.**

MATH 211 Calculus for Life Sciences and Medicine I (5)
Discrete time models, sequences and difference equations with applications in the life sciences. Introduction to differential calculus with emphasis on limiting behavior. Applications include optimization and stability. Trigonometry is addressed throughout the course. This course makes use of technology, and is designed for the life sciences; it is not intended for students in the engineering, physical or mathematical sciences. Course will not serve as prerequisite for MATH 202. Prerequisite: (1) A grade of C- or better in MATH 190 or 191; or (2) Satisfaction of the Entry Level Mathematics requirement and an appropriate score on the UC/CSU MDPT Calculus Readiness Test. It is recommended that students enroll concurrently in MATH 281.

MATH 212 Calculus for Life Sciences and Medicine II (5)
Introduction to the integral calculus of elementary functions. Integration techniques and computational methods; differential equations; equilibria and their stability. This course makes use of technology, and is designed for the life sciences; it is not intended for students in the engineering, physical or mathematical sciences. Not open to students with credit in MATH 201. Prerequisite: A grade of C- or better in MATH 211. It is recommended that students enroll concurrently in MATH 281.

MATH 221 Introduction to Number Systems and Reasoning (5)
Introduction to set theory, inductive and deductive reasoning including patterns and sequences. The development and structure of the real number system beginning with whole numbers, numeration systems, computational algorithms, number theory, estimation and uses of calculators in problem solving. The use of proportional reasoning in numerical and algebraic problems. This course involves substantial use of 2- and 3- dimensional concrete materials in a cooperative learning setting. Prerequisite: Satisfaction of the CSU Entry Level Mathematics Requirement.

MATH 222 Laboratory Experience (3)
Introduction to the use of a computer algebra system in exploring applications in mathematics. Prerequisite: A grade of C- or better in MATH 201.

MATH 230 Linear Algebra and Its Applications (5)
Matrices and systems of linear equations; Gaussian elimination and analysis; basic concepts of vector space, linear independence, bases, linear transformations particularly in R^2 and R^3; change of bases; inner products; orthogonality and orthonormal bases; eigenvalues and eigenvectors; diagonalization; matrix factorizations; complex numbers; applications of linear algebra. Course work includes the use of a computer algebra system. Prerequisite: MATH 203 or 233.

MATH 231 Calculus I for Engineering Sciences (5)
Introduction to the differential calculus of elementary (including logarithmic, exponential, and trigonometric) functions. Emphasis on limits, continuity, and differentiation. Applications of differentiation (including curve sketching, optimization, and related rates); antiderivatives. Applications to Engineering and Physics. Students may not use any Computer Algebra System (CAS) capability in this course. Prerequisite: (1) A grade of C- or better in MATH 192; or (2) Satisfaction of the Entry Level Mathematics requirement and an appropriate score on the UC/CSU MDTP Calculus Readiness Test or equivalent. It is recommended that students enroll concurrently in MATH 281. **Note**: Students without recent credit in MATH 192 are advised to consult the Department of Mathematics and to take the UC/CSU Pre-calculus Diagnostic Test before enrolling in MATH 231.

MATH 232 Calculus II for Engineering Sciences (5)
Introduction to the integral calculus of elementary functions. The Fundamental Theorem of Calculus; techniques of integration; applications of integration; improper integrals; sequences and series. Applications to Engineering and Physics. This course may make use of computer algebra systems. Prerequisite: A grade of C- or better in MATH 201 or 231. It is recommended that student enrolls concurrently in MATH 281.

MATH 233 Calculus III for Engineering Sciences (5)
Three dimensional analytic geometry; parametric curves; functions of several variables; partial and directional derivatives; the chain rule; gradients; optimization including Lagrange multipliers; double integrals. Applications to Engineering and Physics. This course may make use of computer algebra systems. Prerequisite: A grade of C- or better in MATH 202, 212 or 232. It is recommended that student enrolls concurrently in MATH 281.

MATH 234 Calculus IV for Engineering Sciences (5)
Polar, cylindrical and spherical coordinates; double integrals; triple integrals; vector calculus, including line and surface integrals, the Fundamental Theorem of Line Integrals, and the theorems of Green, Stokes, and Gauss; selected topics. Applications to Engineering and Physics. This course may make use of computer algebra systems. Prerequisite: A grade of C- or better in MATH 203 or 233 and either MATH 222 or CMPS 221. It is recommended that student enrolls concurrently in MATH 281.

MATH 240 America Counts Tutor Training (1)
Course provides CSUB America Counts tutors with the training required to participate in the America Counts Program. Prerequisite: Permission of instructor. Offered on a credit, no-credit basis.

MATH 251 Focus on Algebra for Middle School Teachers (5)
Patterns and Formulas. Verbal, Tabular, Graphical, and Symbolic Representations of Numerical Relations. Multiple Approaches to Word Problems. Geometric Models in Elementary Algebra. Activities and use of technology and manipulative materials as they relate to the middle grades curriculum. This course is designed for in-service middle school teachers of mathematics and is not ordinarily available to pre-service teachers. Prerequisite: Permission of the instructor.

MATH 252 Geometry, Measurement, and Fractions for Middle School Teachers (5)
Similarity, Equivalent Fractions, Factors and Multiples, Spatial Visualization, Perspective and other Two Dimensional Representations of Solids. Activities and use of technology and manipulative materials as they relate to the middle grades curriculum. This course is designed for in-service middle school teachers of mathematics and is not ordinarily available to pre-service teachers. Prerequisite: Permission of the instructor.

MATH 253 Probability, Statistics, and Number Sense for Middle School Teachers (5)
Elementary Probability, Area Models, Surveys, Bar Graphs, Fair and Unfair Games, Expected Value, Measures of Central Tendency and Dispersion. Number Sense and Problem Solving activities using patterns, formulas, tables, estimation and mental arithmetic, and other strategies. Activities and use of technology and manipulative materials as they relate to the middle grades curriculum. This course is designed for in-service middle school teachers of mathematics and is not ordinarily available to pre-service teachers. Prerequisite: Permission of the instructor.

MATH 254 Algebraic Modeling for Middle School Teachers (5)
Data Collection: Surveys and Experiments. Discrete, Linear, Quadratic and Exponential Models for Physical, Biological and Social Phenomena. Residual Analysis. Activities and use of technology and manipulative materials as they relate to the middle grades curriculum. This course is designed for in-service middle school teachers of mathematics and is not ordinarily available to pre-service teachers. Prerequisite: Permission of the instructor.

MATH 277 Special Topics in Mathematics (1-5)
Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced.

MATH 281 Tutoring in Precalculus and Calculus (1)
Course covers topics from precalculus and calculus. Students work on problems related to the mathematics class in which they are concurrently enrolled with the help of a facilitator. Co-requisite: Any course from MATH 190-212, and MATH 231-234 inclusive.

MATH 289 Experiential Prior Learning (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 mathematics students. Interested students should contact the Department of Mathematics.

Upper Division

MATH 300 Sets and Logic (5)
Investigation of the fundamental tools used in writing mathematical proofs, including sentential and predicate calculus, topics from naive set theory, Cartesian products, partitions, equivalence relations, functions, countability, recursion, the binomial theorem and mathematical induction. This course relies heavily on problem solving and writing complete, logically consistent arguments to illustrate the correct use of the logical tools and methods discussed. Prerequisite: MATH 202, 212 or 232.

MATH 301 Modern Algebra (5)
Study of the basic algebraic systems of mathematics. Topics include integers, Euclidean Algorithm, modular arithmetic, rational, real, and complex numbers systems as fields, polynomial rings, and basic group theory. Prerequisite: MATH 300.

MATH 301B Classical Algebra Connections (1)
Weekly seminar discussions to focus on connections between university mathematics and the mathematics that prospective secondary mathematics teachers will be teaching. Course includes 45 hours of observation in middle or high schools. Observations will include opportunities for prospective teachers to interact with middle/high school students in small group instructional settings.

MATH 302 Ordinary Differential Equations (5)
First-order differential equations; linear differential equations; linear systems; Laplace transforms and/or series solutions of second-order linear equations; geometric approach to nonlinear differential equations and to questions of stability. Cross-listed as MATH 205. Prerequisite: A grade of C- or better in MATH 203 or 233 and either MATH 222 or CMPS 221.

MATH 304 Calculus IV (5)
Polar, cylindrical and spherical coordinates; double integrals; triple integrals; vector calculus, including line and surface integrals, the Fundamental Theorem of Line Integrals, and the theorems of Green, Stokes, and Gauss; selected topics. This course may make use of computer algebra systems. Cross-listed as MATH 204. Prerequisite: A grade of C- or better in MATH 203 or 233. Students without credit in MATH 222 or CMPS 222 are required to enroll in either concurrently.

MATH 305 Numerical Analysis (5)
Number representation and basic concepts of error; numerical solutions of nonlinear equations and systems of equations; interpolation and extrapolation; numerical differentiation and integration; numerical solutions of ordinary differential equations; approximation by spline functions. Prerequisites: CMPS 221 and MATH 203 or permission of instructor. Cross-listed with CMPS 305.

MATH 312 Complex Variables (5)
Complex numbers; analytic functions; conformal mapping; integrals; Cauchy's Theorem and the calculus of residues; power series. Prerequisite: MATH 204 or 234.

MATH 320 Number Systems, Statistics and Probability (5)
Continuation of the development of the real numbers including applications and models of rational numbers, irrational numbers, percent, and proportional reasoning. Introduction to the basic notions of chance and probability. Introduction to data analysis and statistics. This course involves substantial use of 2- and 3-dimensional concrete materials in a cooperative learning setting. Prerequisites: A grade of C- or better in MATH 221.

MATH 321 Introduction To Modern Geometry (5)
Introduction to the geometry of plane and solid shapes. Networks and applications. Constructions, congruence, and similarity. Concepts of measurement. Motion geometry and tessellations. The use of calculators and/or dynamical geometry software in discovery and problem solving. This course involves substantial use of 2- and 3-dimensional concrete materials in a cooperative learning setting. Prerequisites: A grade of C- or better in MATH 221.

MATH 330 Linear Algebra (5)
Matrices and systems of linear equations; vector spaces, dimensions, linear independence; spaces associated with matrices; bases, change of basis, orthogonal bases; linear transformations, matrix representation; eigenvalues and eigenvectors, diagonalization; selected applications. Prerequisite: MATH 203. Prerequisite or co-requisite: MATH 300 or CMPS 295.

MATH 331 Algebraic Structures I (5)
Introduction to binary operations and algebraic structures; groups, rings, integral domains, and fields. Prerequisite: (1) MATH 300, and (2) MATH 330, which may be taken concurrently.

MATH 338 Analysis of Variance and Experimental Design (5)
Single-factor ANOVA; multiple comparisons; completely randomized design; fixed and random effects; two-factor ANOVA; randomized complete block design; Latin squares design, factorial models; fixed, random, and mixed models; nested models. Use of statistical packages. Prerequisite: MATH 140 or 440.

MATH 339 Regression Analysis (5)
Least squares; simple linear regression; correlation analysis; residual analysis; multiple regression; variable and model selection techniques; logistic regression. Use of statistical packages. Prerequisite: MATH 140 or 440**.**

MATH 340 Probability Theory (5)
Sample spaces and events; counting problems, permutations and combinations; conditional probability; independence; Bayes theorem; discrete and continuous random variables; bivariate, multivariate, marginal, and conditional distributions; functions of random variables; expected value, moments, variance, covariance, and correlation; distribution theory; central limit theorem. Prerequisite: MATH 203 or 233. Prerequisite or co-requisite: MATH 300 or CMPS 295.

MATH 350 Introduction to Mathematical Modeling (5)
Course designed to give the student an early introduction to the construction and use of empirical and analytic mathematical models from areas such as economics, game theory, integer programming, mathematical biology and mathematical physics (topics depend on instructor). Course evaluation will involve at least one extended project. Prerequisite: MATH 205.

MATH 360 Euclidean Geometry (5)
Elaboration of concepts in Euclidean geometry and 19th- and 20th-century expansions of Euclid's work. Topics include concurrency of lines in a triangle, collinearity of some points in a triangle, symmetric points in a triangle, some properties of triangles and quadrilaterals, equicircles and the nine-point circle. Additional topics may be included. Ability to write formal synthetic and analytic proofs is stressed. Dynamical Geometry software is used for exploration and discovery. This course provides a survey of material needed to prepare students to teach high school geometry courses. Prerequisites: (1) MATH 300, and (2) MATH 330, which may be taken concurrently.

MATH 363 Introduction to Analysis I (5)
Development of a rigorous foundation for analysis; axioms for the real numbers; sequences and series; continuity; introduction to differentiability and integration. Prerequisites: (1) MATH 203 or 233, and (2) MATH 300.

MATH 402 Partial Differential Equations (5)
Fourier series; classical partial differential equations such as heat equation, wave equation, and Laplace equation; Sturm-Liouville problems; orthogonal functions; topics from Fourier transform or calculus of variation. Prerequisites: (1) MATH 204 or 234 and (2) MATH 205.

MATH 415 Methods in Applied Statistics and Data Analysis (5)
This course emphasizes rationales, applications, and interpretations of Statistics using advanced statistical software. Topics may include probability distributions, parametric/non-parametric confidence intervals and hypothesis testing, categorical data analysis, simple/multiple regression, analysis of variance, simulation methods, and special topics. Prerequisite: MATH 140 or 440.

MATH 420 Foundations of Geometry (5)
Study of the classical axiomatization of Euclidean geometry. Hilbert's incidence, congruence, similarity, separation, betweenness and continuity axioms are discussed. Special attention is paid to the Parallel Postulate and its alternative formulations, with an introduction to non-Euclidean geometries. Prerequisite: MATH 300.

MATH 425 Modern Mathematics for Teachers (5)
Course intended for prospective teachers of middle and high school mathematics, and includes investigations relevant to the California Common Core State Standards for Mathematics from the areas of number theory, algebra, geometry, probability, and statistics. The course emphasizes problem solving and cooperative activities. Students are introduced to appropriate use of current mathematical technologies. Prerequisite: Successful completion of 30 quarter units of college mathematics and MATH 202 or 232.

MATH 427 Mathematics Curriculum and Instruction for Secondary Teachers (5)
The content is designed to acquaint the candidates with the pedagogical techniques, philosophies, and practices utilized by successful secondary mathematics teachers and required by the Teaching Performance Expectations as delineated in the Standards of Quality and Effectiveness for Teacher Preparation Programs. The course includes at least ten hours of field experience in a middle school or high school mathematics classroom. This course does not count toward a major or a minor in mathematics.

MATH 430 Number Theory (5)
Elementary theory of the natural numbers, including prime numbers and divisibility, congruences, number theoretic functions, Diophantine equations, and selected topics. Prerequisite: MATH 300 and either MATH 222 or CMPS 221.

MATH 431 Algebraic Structures II (5)
Continuation of MATH 331. Galois Theory and selected topics. Prerequisite: MATH 331.

MATH 440 Mathematical Statistics (5)
Statistical inference; prior and posterior distributions, Bayes estimation, maximum likelihood estimation, method of moments; derivation of sampling distributions and their properties; unbiased estimators, Fisher information; theory of confidence intervals and hypothesis testing; power, t-test and F-test; analysis of categorical data, goodness of fit and contingency tables; inference for linear statistical models. Prerequisites: MATH 340.

MATH 450 Introduction to the History of Mathematics (5)
Development of mathematics from its empirical origins to its present form. Prerequisites: (1) MATH 300; (2) At least two mathematics courses numbered above 300 satisfying the major; and (3) Completion of CSUB's GWAR.

MATH 463 Introduction to Analysis II (5)
Continuation of MATH 363; this course extends the classical Riemann theory of integration that students are familiar with from Calculus, and covers a rigorous foundation of sequences and series of functions. In addition, some elementary topics in general topology and normed linear spaces may be included. Choice of topics depending on instructor. Prerequisite: MATH 363.

MATH 475 Applied Cryptography (5)
An introduction to cryptography, history and its present day use. Topics include symmetric ciphers, hash functions, public-key encryption, data integrity, digital signatures, key establishment, key management. Related topics include prime generation, integer factorization, discrete logarithms, pseudo-random number generation and computational complexity. Cross-listed as CMPS 475. Prerequisite: CMPS 221, and one of CMPS 295 or MATH 300.

MATH 477 Special Topics in Mathematics (1-5)
Topics and prerequisites to be announced. It can be used in the Mathematics Major only to satisfy elective requirements. Permission of instructor required.

MATH 480 Research Participation (1-5)
Supervised mathematical investigation. May be repeated. Offered on a credit, no credit basis only. Prerequisite: Permission of instructor.

MATH 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 mathematics students. Interested students should contact the Department of Mathematics.

MATH 490 Senior Seminar (5)
Preparation of papers and discussion by faculty and students. Prerequisites: (1) At least four upper-division courses from the Applied, Statistics or Theoretical Concentrations; and (2) Completion of CSUB's GWAR.

MATH 491 Senior Seminar in Mathematics for Prospective Teachers (5)
Students will make presentations on, write papers about, and discuss solutions of mathematical problems grounded in secondary school mathematics education. The focus is mathematics with appropriate inclusion of pedagogical ideas. Prerequisites: (1) At least four upper division courses from the Teaching Concentrations; and (2) Completion of CSUB's GWAR.

MATH 492 Senior Honors Thesis (5)
Individual study with a faculty advisor leading to a formal written report on a specific topic or problem. Prerequisites: (1) Senior standing; and (2) consent of faculty advisor; and (3) approval of the Chair of the Department of Mathematics.

MATH 494 Senior Seminar for Elementary/Middle School Mathematics Teachers (5)
Students will make presentations on, write papers about, and discuss solutions of mathematical problems grounded in elementary and middle school mathematics education with special emphasis on middle school. The focus is mathematics with appropriate inclusion of pedagogical ideas. Appropriate uses of current mathematical technologies are discussed. Prerequisites: (1) MATH 320 (or the equivalent), (2) MATH 321 (or the equivalent), (3) any mathematics course which has MATH 190 or 191 as a prerequisite (may be taken concurrently) and (3) Completion of CSUB's GWAR.

MATH 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. Open only to matriculated students eligible to work on campus as tutors under the supervision of the Department of Mathematics. Class does not count towards the mathematics major. Not open to post-graduate mathematics students. Offered on a credit, no-credit basis only. Prerequisite: 2.0 GPA minimum.

MATH 497 Cooperative Education (1-5)
Class 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 is the responsibility of the departmental faculty. Offered on a credit, no credit basis only.

Graduate Courses

Note: All courses require graduate standing. Students who have not attained graduate standing and who are interested in enrolling in a graduate class are encouraged to consult with the instructor and/or members of the Mathematics Graduate Program Committee.

MATH 520 Discrete Mathematical Models (5)
Construction and analysis of difference models from physical, biological, social, and financial sciences. Cobweb analysis, convergence, stability and chaos in discrete dynamical systems. Phase plane analysis of systems of difference equations.

MATH 521 Statistics and Data Analysis (5)
Classical and non-parametric confidence intervals and hypothesis tests for means, proportions, linear and multiple regression, and analysis of variance. Techniques include graphical displays, transformations, outlier identification, smoothing, regression and robustness; use of statistical package. Prerequisite: Prior experience with statistical analysis at the level of MATH 140.

MATH 522 Numerical Approach to Calculus and Differential Equations (5)
Use of numerical and algebraic techniques to study change. The use of forward, back, and symmetric differences in data analysis. Divided differences as average rates of change and as approximations to instantaneous rate of change. Difference equations and Euler's method as numerical approximations to differential equations. Riemann sums, midpoint, trapezoid and Simpson's method to approximate accumulated change. Error analysis for numerical approximations. Prerequisite: MATH 300 or 520.

MATH 523 Geometric Linear Algebra (5)
Algebra and geometry of vectors in two and three dimensions. Complex numbers. Matrices as linear transformations of R2 and R3. Rigid motions in two and three dimensions, their classification and matrix representations: Theory and classification of conic sections. Theory of perspective. Prerequisite: MATH 300.

MATH 524 Number Theory and Codes (5)
Elementary theory of natural numbers, including prime numbers, divisibility, modular arithmetic, and Diophantine equations. Applications in cryptography such as Caesar ciphers and RSA cryptosystem. Additional topics selected by instructor. This course makes use of a significant amount of calculator or computer programming. Prerequisite: MATH 300.

MATH 525 Dynamical Geometry (5)
Investigations in the Euclidean geometry of two dimensions using dynamical software. Emphasis on exploration, conjecture and verification. Prerequisite: MATH 300 or equivalent experience with the role of proof in Mathematics.

MATH 526 Introduction to the History of Mathematics (5)
Development of mathematics from its empirical origins to its present form. Euclid's Elements. Prerequisites: (1) MATH 300, and (2) at least two mathematics courses that require MATH 300 as a prerequisite.

MATH 540 Introduction to Mathematics Education Research (5)
Brief introduction to basic philosophies, key terms and generally accepted strategies of both quantitative and qualitative research, such as the criteria and procedures appropriate for establishing validity reliability, credibility, and trustworthiness. Understanding ethics, confidentiality, protection of human subjects, variables, sampling, and data collection. Major emphasis on being able to find, evaluate, and use research in math education.

MATH 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.

MATH 580 Advanced Research Participation (1-5)
Individual mathematical investigation, under supervision. (Experience as a research assistant does not count for credit.) Offered on a credit/no credit basis only. Prerequisite: Permission of instructor.

MATH 591 Culminating Project (5)
Design and implementation of a written report of mathematical, or field research or similar activity. Prerequisites: Successful completion of 30 approved credits towards the Master of Arts in Mathematics for Teachers. Appointment of a Culminating Activity Committee consisting of three faculty members approved by the Mathematics Graduate Program Committee.

Lower Division

MODL 179 Standard American Pronunciation of English (2)
The purpose to this course is to enable individuals to improve their English pronunciation. This course is not designed to teach grammar or vocabulary. It has been created for people who want to be more clearly understood in their professional and personal conversations.

MODL 277 Special Topics in Modern or Classical Languages (1-5)
Studies in a modern or classical language. Examples of topics include composition and writing, introduction to literature, and intensive studies of one or more of the components of the target language. May be repeated for different course content. Prerequisite: Permission of the instructor.

MODL 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 CSUB. Study on an individual basis under the guidance of an instructor. May be taken on successive levels.

Note: For music majors, no grade below a "C" in the major will be applicable or acceptable for fulfilling degree requirements.

Lower Division

MUS 101 Understanding and Appreciation of Music (5)
Introduction to the elements and nature of music and musical expression in Western and non-Western traditions, including examples from ethnic minorities and women composers; assessment of artistic content and the role of music in society. **GE C1**

MUS 105 Appreciation of Jazz (5)
Introduction and examination of characteristics, techniques, styles, terms, and methods found in the jazz tradition. This examination will include critical issues related to the social and cultural history of African-Americans and how that history influenced the creation of the music. **GE C1**

MUS 111 Introduction to Music Technology (3)
The examination of computer applications for the notation of music, sequencing, and recording, as well as an introduction to the equipment and principles of onsite recording and sound reinforcement.

MUS 120 Materials and Structure of Music (5)
Examination of basic concepts of Western and non-Western musical practices: keys, scales, intervals, chords, notation, rhythm, and meter. Practice in melodic, rhythmic, and basic harmonic dictation, sight singing and keyboard. Introduction to MIDI sequencing, computer-assisted music notation, and digital synthesis. Open to all students. May not be used to satisfy the requirements for the music major.

MUS 122 Theory I (5)
Investigation of the musical materials and principles of traditional tonal practice including figured bass, four-part harmony through dominant seventh chords, and lead-sheet chord symbols; group performance of individual projects and introduction to computer notation. Prerequisite: MUS 120 or satisfactory score on theory placement examination. Required: Concurrent enrollment in MUS 124.

MUS 123 Studio Instruction (1)
Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to music majors or minors, on a proficiency placement basis.

MUS 124 Basic Theory Skills (1)
Practice in melodic, harmonic and rhythmic dictation in the classroom and at the computer lab, sight singing, and keyboard harmony. Prerequisite: MUS 120 or satisfactory score on theory placement examination. Required: Concurrent enrollment in MUS 122.

MUS 132 Piano Class I (1)
Introduction to piano keyboard; piano technique: hand, arm and wrist position; five-finger patterns; music reading skills: melodic, harmonic, and rhythmic notation; scales; triads; introduction to repertoire; practice skills. Lecture, discussion/ laboratory. Prerequisite: Placement examination; departmental permission.

MUS 133 Piano Class II (1)
Piano technique: legato and staccato touch; scales, chord inversions, arpeggios; music reading skills, sight reading; melodic improvisation, harmonization; repertoire; ensemble playing; practice skills. Lecture, discussion/laboratory. Prerequisite: MUS 132 or placement examination; departmental permission.

MUS 134 Piano Class III (1)
Piano technique: introduction of exercises for velocity, facility; music reading, transposition; improvisation, harmonization; repertoire from Baroque to 20th Century; practice skills. Lecture, discussion/laboratory. Prerequisite: MUS 133 or placement examination; departmental permission.

MUS 152 Theory II (5)
Continued examination of traditional tonal practice including diatonic and chromatic seventh chords, modulation, and modal mixture; individual creative projects with group performance. Prerequisite: MUS 122 or satisfactory score on theory placement examination. Required: Concurrent enrollment in MUS 154.

MUS 154 Intermediate Theory Skills (1)
Intermediate-level melodic, harmonic and rhythmic dictation in the classroom and at the computer lab; sight singing; and keyboard harmony. Prerequisite: MUS 124 or departmental consent. Required: Concurrent enrollment in MUS 152.

MUS 175 Composition Seminar (1)
Introduction and examination of styles, techniques, terms, and methods of contemporary composition in classical and jazz idioms. This examination will include critical study of masterworks from the repertory as well as class projects requiring the creation of new musical works. Prerequisites: MUS 122 or consent of the instructor.

MUS 201 Survey of Music History I (5)
Examination of the important figures and periods in the history of Western music from Gregorian Chant to the end of the Baroque. For the Music major or the general student with basic (treble and bass clef) music reading skills. Prerequisite: MUS 101 or consent of instructor.

MUS 202 Survey of Music History II (5)
Continuation of MUS 201, covering the history of Western music from the Classical period to the present. For the Music major or the general student with basic (treble and bass clef) music reading skills.

MUS 211 Teaching Music with Technology (3)
This course will introduce Music Education students to technologies that will enhance their ability to teach music and give the students the information, skills, experience and confidence to successfully implement technology into the music curriculum at their future institution.

MUS 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 is required.

MUS 221 Music Workshop (1)
Courses devoted to the study and performance of representative literature for varied types of ensemble. Two activity hours per week. Admission with the consent of instructor. Anticipated sections include the following: Brass Choir; Contemporary Chamber Ensemble; Keyboard; Recorder/Early Music; Clarinet Choir; Guitar Ensemble; String; Woodwind; Early Music; Vocal; Jazz Improvisation

MUS 222 Theory III (5)
Chromatic modulation and twentieth-century techniques, including extended tertian harmony, alternate scales, polytonality, serialism, pandiatonicism, and non-Western musical systems. Prerequisite: MUS 152 or satisfactory score on theory placement examination. Required: Concurrent enrollment in MUS 224.

MUS 223 Studio Instruction (1)
Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to music majors or minors, on a proficiency placement basis.

MUS 224 Advanced Theory Skills (1)
Advanced-level melodic, harmonic and rhythmic dictation in the classroom and at the computer lab; sight singing; and keyboard harmony. Prerequisite: MUS 154 or departmental consent. Required: Concurrent enrollment in MUS 222.

MUS 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.

MUS 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.

MUS 229 Advanced Singing Techniques (2)
Advanced level class instruction in techniques of singing. Repertoire building, songs in foreign languages, operatic arias.

MUS 231 Vocal Workshop (1)
Enrichment activities for students in University Singers. Activities include solmization clinics, sectional rehearsals, small ensemble performance, touring, and special coaching. Students must be concurrently enrolled in MUS 251 or 451.

MUS 232 Piano Class IV (1)
Piano technique: exercises for increased facility; sight reading, introduction of lead sheet, score reading and transposition; ensemble playing, introduction of accompanying; improvisation, harmonization; repertoire extension; practice skills. Lecture, discussion and laboratory. Prerequisite: MUS 134 or placement examination; departmental permission.

MUS 233 Piano Class V (1)
Piano technique exercises; sight reading, introduction of figured bass, choral score reading; modulations; analysis; continued solo and ensemble playing; repertoire extension; introduction of musical style periods; practice skills. Lecture, discussion and laboratory. Prerequisite: MUS 232 or placement examination; departmental permission.

MUS 234 Piano Class VI (1)
Piano technique exercises; sight reading, introduction of jazz chart, instrumental score reading; continued solo and ensemble playing; repertoire extension; practice skills; pedagogical issues. Lecture, discussion and laboratory. Prerequisite: MUS 233 or placement examination; departmental permission.

MUS 236 Small Jazz Ensemble (1)
Small group performance of traditional and contemporary jazz, Latin jazz, and world music by groups ranging in size from trios to septets. Individual creative projects are encouraged, performed, and digitally recorded. Each group will rehearse a minimum of three hours per week. Admission with the consent of the instructor.

MUS 237 Symphonic Band (1)
Group performance of music from the wind band tradition, with primary focus on secondary school level repertoire. No audition required.

MUS 241 Diction for Singers I (1)
Classical singing pronunciation skills in Italian and Ecclesiastical Latin, using International Phonetic Alphabet. Application to examples drawn from the standard vocal literature. Prerequisite: Concurrent enrollment in studio voice sequence.

MUS 242 Diction for Singers II (1)
Classical singing pronunciation skills in English and German, using International Phonetic Alphabet. Application to examples drawn from the standard vocal literature. Prerequisite: Concurrent enrollment in studio voice sequence.

MUS 243 Diction for Singers III (1)
Classical singing pronunciation skills in French and Spanish, using International Phonetic Alphabet. Application to examples drawn from the standard vocal literature. Prerequisite: Concurrent enrollment in studio voice sequence.

MUS 248 Men's Choir (1)
Group performance of TTBB choral music from various periods and styles of the choral repertoire including classical, folk, popular, and multicultural music. Admission with the consent of the instructor.

MUS 249 Women's Choir (1)
Group performance of SSAA choral music from various periods and styles of the choral repertoire including classical, folk, popular, and multicultural music. Admission with the consent of the instructor.

MUS 250 Jazz Vocal Ensemble (1)
Performance of jazz choral music including traditional, Latin, and world music with an emphasis on vocal improvisation. A minimum of three class hours per week. Admission with the consent of the instructor.

MUS 251 CSUB University Singers (1)
Group performance of choral music from various periods and styles of the choral repertoire including classical, folk, popular, and multicultural music. Admission with the consent of the instructor.

MUS 253 CSUB Community Concert Band (1)
Group performance of music from various periods of the repertoire. A minimum of three class hours per week. Admission with the consent of the instructor.

MUS 254 Chamber Orchestra (1)
Group performance of music from various periods of the repertoire. A minimum of three class hours per week. Admission with the consent of the instructor.

MUS 255 Guitar Ensemble (1)
Study and performance of music for the guitar from various periods of musical history. A minimum of three class hours per week is required. Admission with the consent of the instructor.

MUS 256 CSUB Jazz Ensemble (1)
Performance of representative big band repertoire, Latin Jazz, and world music. Individual creative projects are encouraged, performed, and digitally recorded. Admission with the consent of the instructor. A minimum of three class hours per week.

MUS 257 Early Field Experience in Music Education (2)
Designed to provide students with guided observations and directed field experiences in school music classrooms. The course establishes the relationship between theory and practice, and provides students with preliminary information to assist them in making informed judgments on whether to pursue a career in music education. Students will observe classes in general music, vocal and instrumental performance, at both the elementary and secondary levels. Offered on a credit, no-credit basis.

MUS 258 Opera Theatre (1)
Preparing, staging, and performing full and partial works from the operatic repertoire. Admission with consent of the instructor. May be repeated for credit.

MUS 259 Pedagogy: Principles and Practice (3)
Principles involved in the playing and teaching of the regular orchestral instruments and maintenance of the regular band. 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♭ Clarinet, Bassoon, Saxophone
.003 *Brass:* B♭ Trumpet, French Horn, Trombone, Euphonium, Tuba
.004 *Percussion:* Appropriate definite and indefinite pitched instruments, as determined by the instructor

MUS 272 Jazz Improvisation (5)
Performance of basic Major, Dorian, Mixolydian, and Bebop Dominant patterns, basic voicing of major and minor ii-V-I as well as associated melodic patterns, blues progressions, rhythmic changes, chord substitutions, basic chromatic embellishments, turnarounds, drum and bass patterns for traditional, Latin, and world beat grooves. Prerequisite: MUS 122 or permission of instructor.

MUS 277 Special Topics in Music (15)
Classes, individual research, and/or group investigation of selected topics in music or musical ensembles. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content.

MUS 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.

MUS 295 America's Musical Life (5)
Exploration of musical traditions of the Native Americans, European Americans, African Americans, AND Latin Americans within the context of important events, movements, and trends in American history and culture. Comparison of classical, popular, and traditional (folk) music through the study of representative musicians, pieces, practices, and styles. No prior musical training required. **GE C1**

MUS 299 Individual Study (15)
Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair. [By petition only]

Upper Division

MUS 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.

MUS 310 Music in the Elementary Classroom (5)
Study and development of musical skills necessary for musical independence. Participation in activities designed to improve all areas of music, including: listening, singing, playing (performing), moving, creating, and reading. The student, through class participation, is made familiar with various methodologies used in elementary music education. Specific curricula introduced include: the Orff approach, the Kodaly method, the Manhattanville Curriculum, and Suzuki Talent Education. Not applicable toward requirements for the music major.

MUS 322 Theory IV (5)
Exploration of practices of modal and non-Western music: modes, Medieval notations, instrumental and pitch resources of selected Third World cultures. Prerequisite: MUS 152 or departmental consent.

MUS 323 Studio Instruction (1)
Individual instruction in voice and in various musical instruments. Students must audition to be accepted into upper division applied study. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to music majors or minors, on a proficiency placement basis.

MUS 324 Orchestration (5)
Study of the individual characteristics of all instruments of the orchestra, terminology in multiple languages, scoring for strings, woodwinds, brass, and percussion instruments both alone and in combination. Creative projects are notated and realized with the help of music technologies such as MIDI, computer notation, and sequencing. Prerequisite: MUS 222 or departmental consent.

MUS 325 Beginning Conducting (5)
Study of baton techniques and development of essential skills common to instrumental and choral conducting such as listening, gesture, error detection, score study and preparation, interpretation, rehearsal procedures, and performance. Technological advances of importance to conductors such as MIDI, recording technologies (audio & video) and computers will be examined and used. Repertoire studied includes Western and non-Western music in a variety of genres both vocal and instrumental.

MUS 330 Music Teaching Techniques for Elementary Classroom I (5)
Continued study and development of music skills and teaching techniques begun in Music 310. Participation in activities designed to prepare the student to teach music in the context of the academic elementary classroom. Topics will include Kodaly and Orff techniques, world music, soprano recorder, lesson planning, music reading, and children's songs, games and dances. Prerequisite: MUS 310 or consent of instructor.

MUS 341 History of Western Music I (5)
Survey of major genres, styles, forms, institutions, and contributors in Western art music from the Middle Ages through the mid eighteenth century. Historical contexts surrounding this music: religious and social functions and broader aesthetic, philosophical, and political trends. For the Music major or the general student with basic skills in reading music notation (treble and bass clef). Prerequisite: Upper-division status.

MUS 342 History of Western Music II (5)
Continuation of Music 341. Survey of major genres, styles, forms, institutions, and contributors in Western art music from the mid eighteenth century to the late nineteenth century. Historical contexts surrounding this music: social functions and broader aesthetic, philosophical, and political trends. For the Music major or the general student with basic skills in reading music notation (treble and bass clef). Prerequisite: Upper-division status.

MUS 343 History of Western Music III (5)
Continuation of Music 342. Survey of major genres, styles, forms, institutions, and contributors in Western art music from the late nineteenth century to the present. Historical contexts surrounding this music: social functions and broader aesthetic, philosophical, and political trends. For the Music major or the general student with basic skills in reading music notation (treble and bass clef). Prerequisite: Upper- division status.

MUS 350 Music Teaching Techniques for Elementary Classroom II (5)
Continued study and development of music skills and teaching techniques begun in Music 310 and 330. Topics will include advanced Kodaly and Orff techniques, music forms and styles, alto recorder, learning theories, and music education technology. Prerequisite: MUS 330 or consent of instructor.

MUS 370 Form and Analysis I (5)
Analysis of selected compositions of various historical periods, styles, and cultures. Development of criteria for both evaluation and understanding of principles of formal construction and musical continuity gained through the study of phrase structure and formal design, all part forms to sonata. Prerequisite: MUS 222 and 224, or consent of instructor.

MUS 371 Form and Analysis II (5)
Continued examination of the principles of formal construction and musical continuity as revealed by analysis of selected compositions with an emphasis on contrapuntal forms, concerto, and twentieth century compositions including analysis of upper tertian harmony using jazz symbols, techniques of impressionism, neoclassicism, and serialism using set theory. Prerequisite: MUS 370.

MUS 372 Jazz Improvisation II (5)
Performance of patterns derived from ascending melodic minor modes and pentatonic groupings, performance of transcribed blues solos, chromatically embellished ii-V-I patterns in both major and minor, transcription of solos for your instrument, and concepts of solo construction. Prerequisite: MUS 272 or satisfactory score on placement exam.

MUS 375 Counterpoint (5)
Study of 18thCentury counterpoint starting with "species" counterpoint and leading to the composition of a two part invention, three voiced fugue, canons, and a chorale prelude. Prerequisite: MUS 222.

MUS 380 Opera (5)
The synthesis of drama and music analyzed in selected operas; applications of literary sources and examination of operatic customs. For the general student. Music reading skill not required for non-major. May apply for the Music major with additional assignment requirements. Prerequisites: Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

MUS 385 Music Drama (5)
Analysis of selected operas with special emphasis on the musical development of drama, and the application of music devices to underscore dramatic effect and characterization. Prerequisites: MUS 222 and 224, or consent of instructor; also score reading skills, upper division standing, and completion of general education basic skills goals.

MUS 390 Film Music (5)
The exploration of the role music plays in enhancing the experience of viewing dramatic film. Emphasis is on the interaction of music, drama, and visual aspects. Analysis of selected examples drawn from film music of the past, and also currently running commercial films. Prerequisite: Completion of General Education Areas A, B4, and C, and upper division status. Music reading skills not required. **GE T2**

MUS 395 Music in America (5)
Historical survey of music in the United States from the colonial era to the present, including the music of Native Americans, European Americans, and African Americans, with emphasis on important individuals. Areas of focus: various spheres of musical activity—the classical, popular, and traditional (folk); representative musical pieces, practices, and features of style and expression; and broader connections with important events, movements, and trends in American history and culture. Prerequisites: Completion of General Education Areas A, B4, and C, and upper division status. No prior musical training required. **GE T2**

MUS 403 Elementary Music Methods I (5)
Study of pedagogical techniques and activities designed for teaching music for elementary children in the context of the elementary music class. Emphasis will be placed on the Kodaly and Orff approaches. Development of skills in teaching music literacy, musicianship, soprano and alto recorders, multicultural music, and lesson planning. Prerequisite: MUS 257.

MUS 404 Elementary Music Methods II (5)
Continued study of pedagogical techniques and activities designed to teach music in the context of the elementary music class. Emphasis will be placed on advanced Kodaly and Orff pedagogy, musicianship, lesson planning, alto recorder, and learning theories. Prerequisite: MUS 403 or consent of the instructor.

MUS 405 Secondary Instrumental Music Methods I (5)
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: MUS 222 or consent of instructor.

MUS 406 Secondary Instrumental Music Methods II (5)
Advanced level study of issues confronted in MUS 405. Field trips may be required. Prerequisites: MUS 222, 405 or consent of instructor.

MUS 410 Secondary Vocal Music Methods I (5)
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: MUS 222 or consent of instructor.

MUS 411 Secondary Vocal Music Methods II (5)
Advanced study of issues confronted in MUS 410. Field trips may be required. Prerequisites: MUS 222, 410 or consent of instructor.

MUS 420 Chamber Music (1)
Study and performance of various instrumental chamber combinations. Groups drawn from instrumentation provided by makeup of the class. Performance majors should consult with the applied faculty. A minimum of three class hours per week.

MUS 421 Music Workshop (1)
Courses devoted to the study and performance of representative literature for varied types of ensemble. Two activity hours per week. Admission with the consent of instructor. Anticipated sections include the following: Brass Choir; Contemporary Chamber Ensemble; Keyboard; Recorder/Early Music; Clarinet Choir; Guitar Ensemble; String; Woodwind; Early Music; Vocal; Jazz Improvisation.

MUS 423 Studio Instruction (1)
Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to music majors or minors, on a proficiency placement basis.

MUS 425 Advanced Conducting (5)
Advanced study of conducting elements common to both vocal and instrumental conducting with continued work in listening skills, conducting technique, error detection, score study and preparation, interpretation, rehearsal procedures, and performance. The course requires guided outside observations of rehearsals and performances by conductors at various levels. Technological tools of importance to conductors such as MIDI, recording techniques (audio and video) and computers will be used extensively. Repertoire studied includes Western and non-Western music in a variety of genres both vocal and instrumental. Prerequisite: MUS 325 or consent of the instructor.

MUS 431 Vocal Workshop (1)
Enrichment activities for students in Chamber Singers. Activities include solmization clinics, sectional rehearsals, small ensemble performance, touring, and special coaching. Students must be concurrently enrolled in MUS 452.

MUS 436 Small Jazz Ensemble (1)
Small group performance of traditional and contemporary jazz, Latin jazz, and world music by groups ranging in size from trios to septets. Individual creative projects are encouraged, performed, and digitally recorded. Each group will rehearse a minimum of three hours per week. Admission with the consent of the instructor.

MUS 437 Symphonic Band (1)
Group performance of music from the wind band tradition, with primary focus on secondary school level repertoire. No audition required.

MUS 448 Men's Choir (1)
Group performance of TTBB choral music from various periods and styles of the choral repertoire including classical, folk, popular, and multicultural music. Admission with the consent of the instructor.

MUS 449 Women's Choir (1)
Group performance of SSAA choral music from various periods and styles of the choral repertoire including classical, folk, popular, and multicultural music. Admission with the consent of the instructor.

MUS 450 Jazz Vocal Ensemble (1)
Performance of jazz choral music including traditional, Latin, and world music with an emphasis on vocal improvisation. A minimum of three class hours per week. Admission with the consent of the instructor.

MUS 451 CSUB University Singers (1)
Group performance of choral music from various periods and styles of the choral repertoire including classical, folk, popular, and multicultural music. Admission with the consent of the instructor.

MUS 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.

MUS 453 CSUB Community Concert Band (1)
Group performance of music from various periods of the repertoire. A minimum of three class hours per week. Admission with the consent of the instructor.

MUS 454 Chamber Orchestra (1)
Group performance of music from various periods of the repertoire. A minimum of three class hours per week. Admission with the consent of the instructor.

MUS 455 Guitar Ensemble (1)
Study and performance of music for the guitar from various periods of musical history. A minimum of three class hours per week is required. Admission with the consent of the instructor.

MUS 456 CSUB Jazz Ensemble (1)
Performance of representative big band repertoire, Latin Jazz, and world music. Individual creative projects are encouraged, performed, and digitally recorded. Admission with the consent of the instructor. A minimum of three class hours per week.

MUS 458 Opera Theatre (1)
Preparing, staging, and performing full and partial works from the operatic repertoire. Admission with consent of the instructor. May be repeated for credit.

MUS 472 Jazz Improvisation III (5)
Performance of patterns derived from Coltrane substitutions, abstract intervallic patterns, concepts of free improvisation, performance of transcribed blues and other solos, harmonic embellishment and substitution, quartal voicing of ii-V-I progressions, advance pentatonic concepts, blues heads and standards in all 12 keys, transcription of solos for your instrument. Prerequisite: MUS 372.

MUS 477 Special Studies in Music (1-5)
Classes, individual research, and/or group investigation of selected topics in music or musical ensembles. 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.

MUS 481 Baroque and Classical (5)
An in-depth historical and analytical study of music from the Baroque and Classical periods (c 1600-1830). Prerequisite: MUS 122 or permission of the instructor.

MUS 482 The Romantic Period and Impressionism (5)
An in-depth historical and analytical study of music of the Romantic and the Impressionistic periods (c 1830-1910). Prerequisite: MUS 122 or permission of instructor.

MUS 483 Music of the Early Twentieth Century (5)
An in depth historical survey and analytical overview of twentieth century music until the end of World War II, including impressionism, expressionism, neo-classicism, ethnomusicology, and jazz. Prerequisite: MUS 122 or permission of instructor.

MUS 484 Music Since 1945 (5)
An in-depth historical survey and analytical overview of music composed since World War II, including total serialism, neo-romanticism, aleatoric procedures, minimalist, jazz, new wave, and electronic media. Prerequisite: Permission of instructor.

MUS 485 Polyphonic Period Through the Renaissance (5)
An in depth historical and analytical study of music from the origins of polyphony through the Renaissance (c 800-1600). Prerequisite: MUS 122 or permission of instructor.

MUS 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.

MUS 490 Senior Recital (3)
Reserved for those students especially proficient on an instrument or in voice. Admission with consent of the music faculty, which must be obtained no later than the pre-registration period of the student's proposed final quarter. Consists of a 45-70-minute recital, which must be undertaken in residence. Co-requisite: Concurrent enrollment in MUS 423. [By petition only]

MUS 491 Senior Project (3)
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 faculty and the paper must be submitted to the faculty for evaluation. [By petition only]

MUS 492 Senior Thesis I (1)
Introduction to research techniques and sources. How to formulate a thesis, locate and evaluate sources. How to write about music. How to use computer assisted research tools. By the end of this section the student will have refined the thesis, identified the sources for research, and devised a preliminary outline for the paper (the thesis topic must have the approval of the music faculty by the seventh week of the quarter).

MUS 493 Senior Thesis II (1)
Continuation of MUS 492. By the end of this quarter the student will have incorporated the suggestions of faculty and completed a preliminary draft of the paper which will be submitted to the music faculty for comments. Class meetings will include progress updates and shared experiences in problem solving.

MUS 494 Senior Thesis III (1)
Completion of Senior Thesis. Students will fashion the final draft of the thesis which will be completed during this quarter. The draft will be submitted to the faculty for approval by the seventh week of the quarter. The final draft of the paper, incorporating faculty suggestions, will be completed before the tenth week of the quarter. The paper will be retained in the departmental office files, and copies made available upon request of students or faculty.

MUS 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. [By petition only]

Note: A credit hour is equivalent to one hour of classroom study or three hours of clinical/laboratory experience and appropriate outside preparation; or a combination of the foregoing, times the number of weeks in the quarter. A quarter credit hour is equivalent to 10 hours of classroom contact, 30 hours of clinical/laboratory experience plus appropriate outside preparation; or a combination of the foregoing. Each classroom/clinical laboratory hour is 50 minutes in length.

Lower Division

NURS 140 Medical Terminology (3)
This course is an introduction to the study of medical terminology. Through word analysis and labeling exercises this course will help the student to learn the anatomic and clinical terms pertaining to each body system. This course is for students interested in building a medical vocabulary.

NURS 235 Lifespan Development (3)
Lifespan development is the scientific study of human development from conception to death. It focuses on biological, cognitive, social, emotional, cultural, and spiritual aspects of development. The purpose of this course is to examine the basic processes and theories of development to increase understanding and appreciation of human development across the lifespan. This course will provide an overall understanding of the basic theoretical issues and research findings in lifespan development and the implications of development for everyday interactions and contexts. Prerequisite: One course in Psychology or permission of instructor.

NURS 240 First Steps toward Nursing Practice (1)
Focuses on assisting beginning nursing students with test taking, math skills and word usage in health care settings. Includes instruction and practice in using math for medication administration and in appropriate word use for reporting and recording nursing assessments. Scenarios will be used to provide assessment data and to illustrate how variations in client characteristics such as culture and age may influence medication administration and nursing assessment. May be repeated one time. Prerequisite: Admission to Traditional BSN Program. Credit or no credit.

NURS 245 Pharmacology (3)
Principles and concepts of pharmacologic intervention are emphasized and pharmacology, physiology, and disease processes are integrated. Emphasis is placed on the information necessary to assess a patient's reaction to pharmacologic agents, anticipate appropriate intervention, and recognize common problems associated with drug therapy. Prerequisite: Admission to Traditional BSN Program.

NURS 246 Labs and Electrolytes for Medical Surgical Nursing (2)
This class will focus on the study of fluids, electrolytes, and lab values in the context of caring for medical-surgical patients. In addition to traditional classroom learning experiences, students will apply theoretical knowledge using web-based learning activities such as case studies and NCLEX format test questions. Prerequisites: NURS 261, 262. Credit or no credit.

NURS 247 Pharmacology Review (2)
A course of study to focus on the review of basic principles of pharmacology. The CSUB Conceptual Model is applied for maintaining physiological integrity. Emphasis in the review will be placed on knowledge and interventions of drugs in the physiological systems with maintenance of system stability. A CD ROM is included so that students will learn from their responses as they test their decision-making acumen. Faculty will guide the program, utilizing student's individual needs while students will be self-directed for completion of class objectives and assignments. Prerequisite: NURS 245. Credit or no credit.

NURS 261 Concepts and Principles Fundamental to Nursing (Theory) (5)
Significant concepts, such as person, family, group, community, environment, cultural diversity, health, and interpersonal communication that form the theoretical framework essential for providing effective nursing care, are introduced. The evolution of the health care system, including role and accountability of health care providers, is examined. Historical events, current trends, legal, ethical, social, and political issues influencing nursing are examined within social-cultural contexts. A comparison is made between technical and professional nursing and nursing education with relevance to the professional nurse's roles (clinician, researcher, educator, and leader). Various philosophies, theories and conceptual models of nursing are examined. Components of the nursing process are introduced. The CSUB Department of Nursing philosophy and conceptual model of nursing, as the basis of the nursing process and as a means of maintaining physiological, psychological, and sociocultural integrity is studied and applied. Major concepts such as pain, stress, loss and grief are studied. The theory and principles basic to the study of fundamental skills of nursing care are presented to correspond to the practical application of these in NURS 262. Prerequisites: Admission to Traditional BSN Nursing Program. Co-requisites: NURS 262, BIOL 355, PSYC 100.

NURS 262 Health Assessment and Fundamental Nursing Skills (Clinical) (4)
Basic skills related to the theory and principles taught in N261 are demonstrated and practiced in laboratory simulations and hospital practice. Basic nursing skills, including communication and health assessment are applied in clinical practice situations in the process of providing care to adults. Assessment is stressed as a common foundation of knowledge as the initial phase of the nursing process for collecting and analyzing data to identify nursing diagnoses (actual, risk, potential, syndrome, or wellness) and problems that are collaborative in nature. The basis for establishing a professional nurse-client relationship as a foundation for communication is examined. Differentiation is made between various data bases: complete, episodic or problem-centered, follow-up, and emergency. Cultural and developmental considerations are included. Utilizing the CSUB Department of Nursing philosophy and conceptual model of nursing, emphasis is placed on the beginning application of the nursing process. Prerequisites: Admission to Traditional BSN Nursing Program. Co-requisites: NURS 261, BIOL 355, PSYC 100.

NURS 263 Health Care of Adults I (Theory) (5)
Focuses on the promotion of wellness, the identification and treatment of common health problems of young, middle aged, older adults and promotion of wellness. Common illness conditions are studied in relation to altered physiological processes as a means to provide sound nursing interventions. The CSUB Department of Nursing Conceptual Model provides a basis for viewing problems as physiological, psychological, and sociocultural systems instabilities which influence functional health patterns. Critical thinking skills are applied to analysis of data for identifying nursing and collaborative problems. The nursing process is studied as an approach to re-establish systems stability/maximum functional status. Leadership and ethical decision making is introduced. Principles and concepts from the natural and behavioral sciences are used to discuss the application of the nursing process. Geriatric nursing is discussed in relation to the care of the older adult. Prerequisites: NURS 261, 262. Co-requisites: NURS 235, 245.

NURS 264 Health Care of Adults I (Clinical) (4)
The CSUB Systems Model of Nursing, as the conceptual basis of the nursing process and as a means of maintaining physiological, psychological, behavioral and socio-cultural integrity is applied. Biological and psychosocial theories are utilized in the development of the nursing process. Emphasis is placed on nursing interventions directed towards promotion of system stability/maximum functional status and evaluation of the results of interventions. Clinical experiences for implementing the nursing process in the care of young, middle-aged, and older adults with common illness conditions are provided. Acute, geriatric, and alternative health-care health settings are utilized for implementing the nursing process. Critical analysis of patient data and responses to nursing intervention are emphasized. Prerequisites: NURS 261, 262. Co-requisites**:** NURS 235, 245, 263.

NURS 265 Health Care of Adults II (Theory) (5)
Focuses on the identification and treatment of common health problems of young, middle aged and older adults. Common illness conditions are examined in relation to altered physiological processes as a means to provide sound nursing interventions. The CSUB Department of Nursing Conceptual Model provides a basis for viewing problems as physiological, psychological, and sociocultural systems instabilities which influence functional health patterns. Critical thinking skills are applied to analysis of data for identifying nursing and collaborative problems. The nursing process is utilized as an approach to re-establish systems stability/maximum functional status. Leadership and ethical decision making are developed. Principles and concepts from the natural and behavioral sciences are used to develop the application of the nursing process. Prerequisites: NURS 263, 264. Co-requisites: BIOL 270, SOC 100.

NURS 266 Health Care of Adults II (Clinical) (4)
The CSUB Systems Model of Nursing, as the conceptual basis of the nursing process and as a means of maintaining physiological, psychological, behavioral and socio-cultural integrity is evaluated. Biological and psychosocial theories are differentiated in the development of the nursing process. Nursing interventions are created and directed towards promotion of system stability/maximum functional status and evaluation of the results of interventions. Clinical experiences for implementing the nursing process in the care of young, middle-aged, and older adults with common illness conditions are examined. Acute, geriatric, and alternative health-care health settings are utilized for implementing the nursing process. Critical analysis of patient data and responses to nursing interventions are evaluated. Prerequisites: NURS 263, 264. Co-requisites**:** NURS 265, BIOL 270, SOC 100.

NURS 277 Clinical Review (1-2)
This review clinical course for returning Level II CSUB nursing students will address the criteria and requirements necessary for progression in the nursing program. Review will be of basic skills and/or medical-surgical skills with demonstration and practical application in the skills lab and various levels of the clinical setting. These skills include communication, health assessment, and applications in a clinical practice situation in the process of providing care to adults. The student will be utilizing the CSUB Department of Nursing philosophy and conceptual model of nursing with emphasis placed on the application of the nursing process, medication administration, and client care plan development. Credit or no credit.

Upper Division

NURS 327 Women's Health (5)
This course covers women's health care from a primary care and well-being perspective. Includes traditional reproductive content as well as selected common medical, psycho-social, developmental, political, economic problems and issues as they related to women's health. The importance of health responsibility being assumed by the individual is emphasized. Prerequisites: ENGL 110, SOC 100. **GRE**

NURS 338 LVN Preparation for the RN Program (6)
Focus is on facilitating the transition from the role of a Licensed Vocational Nurse to that of a Registered Nurse. Concepts, theories and principles basic to advanced nursing are introduced. The CSUB Systems Model of Nursing, as the conceptual basis of the nursing process and as a means of maintaining physiological, psychological, behavioral and socio-cultural integrity, is applied. Biological and psychosocial theories are utilized in the development of the nursing process. Emphasis is placed on nursing interventions directed towards promotion of system stability/maximum functional status and evaluation of the results of interventions. Clinical experiences for implementing the nursing process in the care of young, middle-aged, and older adults with common illness conditions are provided. Acute and geriatric health-care settings are utilized. Critical analysis of patient data and responses to nursing intervention are emphasized. Lecture 2 units; Laboratory 4 units. Prerequisites: Admission to the LVN 45-Unit Option.

NURS 340 Preparation for the NCLEX (2)
The focus of this course is assisting nursing students to prepare for the National Council Licensure Examination (NCLEX-RN). Students will be provided the opportunity to assess their level of preparedness for the national examination for registered nurse licensure. Skills in computer test-taking will be included. The current test plan for the NCLEX-RN exam will guide the presentation of specific course content. Prerequisite: Completion of Level III nursing courses or permission of instructor. Credit or no credit.

NURS 341 Health Care of Adults through Senescence, Part II (Theory) (5)
Focuses on the identification and treatment of common high acuity pathophysiological health problems of young, middle-aged, and older adults. High acuity pathophysiological disorders are studied in relation to nursing diagnoses common to those patients and in relation to altered physiological processes as a means to provide sound nursing interventions. The CSUB Department of Nursing Conceptual Model provides a basis for viewing problems as physiological, psychological, and sociocultural systems instabilities. Critical thinking skills are applied to analysis of data for identifying nursing and collaborative problems. The nursing process is studied as an approach to re-establish systems stability/ maximum functional status. Principles and concepts from the natural and behavioral sciences are used to discuss the development of the nursing process. Prerequisite: Admission to the LVN 45-Unit Option. Co-requisite: NURS 342.

NURS 342 Health Care of Adults through Senescence, Part II (Clinical) (5)
A course of study to further advance the student's ability to apply theoretical knowledge to the care of young, middle-age, and older adults. Acute/critical and alternative health care settings are utilized for implementing the nursing process. The CSUB Conceptual Model of Nursing, as the conceptual basis of the nursing process and as a means of maintaining physiological, psychological, and sociocultural integrity is applied. Biological and psychosocial theories are utilized in the development of the nursing process. Emphasis is placed on nursing interventions directed toward the promotion of system stability and evaluation of the results of interventions. Critical analysis of patient data and responses to nursing intervention are emphasized. Prerequisite: Admission to the LVN 45-Unit Option. Co-requisite: NURS 341.

NURS 345 Pathophysiologic Basis of Illness and Disease (5)
Focuses on disease processes in the human and encompasses the study of disordered or altered functions. Defines relationships between human anatomy, physiology, biochemistry, and microbiology. Using a systems assessment approach provides the basis for treatment of disease states. Acute and chronic alterations will be identified. A framework incorporating genetic, congenital, traumatic, and acquired risk factors across the life-span resulting in pathophysiologic alterations will be discussed. Prerequisites: Admission to the RN-BSN Program. Ability to effectively utilize computer programs such Word, Blackboard, and email.

NURS 351 Psychiatric-Mental Health Nursing (Theory) (5)
Focus of the course is on the identification, treatment, and nursing care of common psychopathological health problems of children, adolescents, adults across the lifespan. Psychobiological, psychosocial, socio-cultural, and behavioral variables influencing systems stability are explored. Theoretical content includes psychopathology, pharmacology and treatment modalities related to attributes of individuals, group-aggregates or communities. Communication and group process theory and its application to practice are included. Principles and concepts from mental health/psychiatric nursing are applied to the nursing process. Prerequisites: NURS 265, 266.

NURS 352 Psychiatric-Mental Health Nursing Care (Clinical) (3)
The course provides clinical experiences for implementing the nursing process in the care of individuals, families and groups with mental health problems. Students utilize physiological, psychosocial, cultural and behavioral concepts in application of the nursing process to individuals, families, and groups. Emphasis is placed on nursing interventions directed toward promotion of system stability and evaluation of the results of mental health interventions. Prerequisites: NURS 265, 266. Co-requisite: NURS 351.

NURS 353 Health Promotion during the Period of Family Expansion (Theory) (5)
This course focuses on theoretical concepts and principles for facilitating systems stability in families and individuals during the period of family expansion, the woman during the reproductive cycle, the newborn and the family. Methods of health assessment, promotion and maintenance, health education, and early family rearing practices based on individual differences will be discussed. Health problems of family members during this time will be addressed. Prerequisites: NURS 265, 266.

NURS 354 Nursing Care during the Period of Family Expansion (Clinical) (4)
This course provides clinical experience in the application of nursing care principles and concepts to the care of women, newborns, and their families during the period of family expansion from antepartum through early infancy. Included will be experiences in normal and high-risk situations, during the antepartum, intrapartum, postpartum, and neonatal periods in hospitals, community agencies, and in the home. Emphasis is placed on use of the nursing process, including adequate assessment of the physiological, psychological, and sociocultural systems, and functional health patterns to arrive at nursing diagnoses and subsequently plan and implement nursing care. Prerequisites: NURS 265, 266. Co-requisite: NURS 353.

NURS 355 Health Problems of Children and Adolescents (Theory) (5)
Major health problems interfering with growth and development from infancy through adolescence, and their effects on physical, psychological, and sociocultural systems stability, and functional health patterns are studied in relation to the individual and family. Health assessment, health promotion, prevention of illness, and therapeutic interventions are studied with the family as the focus of care. Prerequisites: NURS 265, 266.

NURS 356 Nursing Care of Children and Adolescents (Clinical) (4)
Application of knowledge and skill through provision of nursing care in clinical situations involving multisystem instability in infants, children, adolescents and their families. The nursing process is used to identify dysfunctional health patterns, formulate nursing diagnoses, and develop comprehensive nursing plans of care. Emphasis is given to implement health assessment, promotion, and education related to the developmental level of children and their families. Prerequisites: NURS 265, 266. Co-requisite: NURS 355.

NURS 357 Foundations of Nursing Research (4)
An introduction to the fundamentals and principles of the research process, evidence-based practice, and the application of research to nursing practice. Prerequisites: MATH 140 or PSYC 200, completion of Level II nursing courses or enrollment in RN to BSN program.

NURS 377 Clinical Review (1-2)
This review clinical course for returning Level III or IV CSUB nursing students will address the criteria and requirements necessary for progression in the nursing program. Review will be of basic skills and/or medical-surgical skills with demonstration and practical application in the skills lab and various levels of the clinical setting. These skills include communication, health assessment, and applications in a clinical practice situation in the process of providing care to adults. The student will be utilizing the CSUB Department of Nursing philosophy and conceptual model of nursing with emphasis placed on the application of the nursing process, medication administration, and client care plan development. Credit or no credit.

NURS 396 Community Service Learning (1-2)
Community service provides a learning experience through volunteering in a health setting. This course is designed to complement the learning of students entering or considering entering a health profession. Direct community experiences are arranged through a variety of health organizations. Basic topics of confidentiality and infection control (OSHA requirements) are introduced during the initial enrollment in the course and renewed on an annual basis. Depending on health setting placement, a student may need to meet additional requirements such as CPR, health clearance, and malpractice insurance. Particular placements may require completion of Level I of the CSUB nursing program. Individual academic learning objectives guide the experience. Health practice based reflection is used to evaluate the student's ability to connect the community service learning to academic coursework. Prerequisite: Admission to Traditional or RN-BSN Program. Credit or no credit.

NURS 410 Professional Nursing Concepts and Issues (5)
This course provides students with opportunities to explore and critically analyze nursing theories and conceptual models. The relationship between nursing theories and nursing practice will be emphasized. Students will also examine the characteristics of nursing as a profession and the roles of the professional nurse. Current and evolving ethical, legal, political, and economic issues facing the profession of nursing will be discussed and analyzed. Prerequisites: Admission to the RN-BSN Program. Ability to effectively utilize computer programs such Word, Blackboard, and email.

NURS 415 Principles of Nursing Management (5)
This evidence-based curriculum in nursing management examines team building, mentoring, conflict resolution, budgeting, data analysis, quality processes, and other topics related to managing nursing services. The course is offered in association with Sigma Theta Tau International (STTI) nursing honor society. Upon successful completion, STTI issues a Nurse Manager Certificate. Prerequisites: Admission to the RN-BSN Program. Ability to effectively utilize computer programs such Word, Blackboard, and email.

NURS 416 Directed Study in Career Development (5)
This course elaborates on the principles of career management and development. Students conduct a detailed personal skill assessment and author a comprehensive career portfolio under faculty supervision. Prerequisites: Admission to the RN-BSN Program. Ability to effectively utilize computer programs such Word, Blackboard, and email.

NURS 440 Basic Dysrhythmia Course (3)
This course will focus on the interpretation of ECG rhythms and dysrhythmias. A systematic approach to dysrhythmia interpretation will be utilized. This course is for nursing students interested in working in medical/surgical units, critical care units, emergency departments, operating rooms, postanesthesia care units, outpatient clinics, and various community settings where nurses are responsible for interpreting the client's heart rhythm as a part of their job requirement.

NURS 441 Community Health Nursing (Theory) (5)
Principles, theories, and concepts of community health nursing are utilized to generate an understanding of the roles and functions of community health nurses. Focus is given to the nursing process and examination of cultural, environmental and social systems in order to promote maximum health status of individuals, families, groups, communities, and populations. This course is designed to encourage the critical thinking necessary to perform competently in community health nursing. Prerequisites: Level III Nursing courses or equivalent for RN-BSN students.

NURS 442 Community Health Nursing Practicum (Clinical) (5)
Concepts and theories of community health nursing are utilized in the application of the nursing process to individuals, families, groups, communities, and populations. Physiological, socio-cultural, psychological, environmental, and political influences are examined in the delivery of effective community health nursing care. Prerequisite: Level III Nursing courses or equivalent for RN-BSN students. Prerequisite or Co-requisite: NURS 441.

NURS 444 Professional Nursing Practicum (Clinical/ Theory) (5)
Integration of prior nursing and support course content into professional nursing practice. Faculty select, with student input, a clinical agency for an advanced clinical experience with a preceptor. Students will apply all nursing roles (clinician, educator, researcher, and leader), with emphasis on the leader and clinician roles**.** Students are required to take a national assessment test in preparation for the RN licensure examination. This examination must be passed in order to pass the course. 4 units clinical/1 unit theory. Prerequisite: Completion of Level III Nursing courses.

NURS 445 Multi-System Integration of Medical-Surgical Nursing (2)
This course focuses on the student's internalization of knowledge through contextual, syntactical and inquiry learning. Students will be assisted to utilize techniques that integrate multisystem factors of assessment, intervention and evaluation. Through case studies students will be presented meaningful ways to apply concepts to clinical, community, and home situations. Prerequisite: Completion of Level III nursing courses.

NURS 446 LVN-RN Nursing Practicum (5)
For LVNs in the 45-unit option seeking to become RNs. Integration of prior nursing and support course content into registered nursing practice. Faculty select, with student input, an acute care clinical agency for an advanced clinical experience. Students will apply the registered nursing roles of clinician, educator, and leader, with emphasis on the leader and clinician roles. Students will take a national assessment test in preparation for the RN license examination (processing fee required). This examination must be passed in order to pass the course. 4 units clinical/1 unit theory. Prerequisites: NURS 490, 341, 342. For LVN 45-unit Option students only.

NURS 463 Critical Care Nursing (Theory) (3)
Focuses on the identification and treatment of common high acuity pathophysiological health problems of young, middle-aged, and older adults. High acuity pathophysiological disorders are studied in relation to altered physiology as a means to provide sound nursing interventions. The CSUB Department of Nursing Conceptual Model provides a basis for viewing problems as physiological, psychological, and sociocultural systems instabilities. Critical thinking skills are applied to analysis of data for identifying nursing and collaborative problems. The nurse process is studied as an approach to re-establish systems stability/maximum function status. Principles and concepts from the natural and behavioral sciences are used to discuss the development of the nursing diagnosis. Prerequisite: Completion of Level III nursing courses in Traditional BSN program.

NURS 464 Critical Care Nursing (Clinical) (3)
A course of study to further advance the students ability to apply theoretical knowledge to the care of young, middle-age, and older adults. Acute/critical and alternative health care settings are utilized for implementing the nursing process. The CSUB conceptual Model of Nursing, as the conceptual basis of the nursing process and as a means of maintaining physiological, psychological, and socio-cultural integrity, is applied. Biological and psychosocial theories are utilized in the development of the nursing process. Emphasis is placed on nursing interventions directed towards promotion of system stability and evaluation of the results of interventions. Critical analysis of patient data and responses to nursing intervention are emphasized. Prerequisite: Completion of Level III courses in Traditional BSN program. Co-requisite: NURS 463.

NURS 477 Special Topics in Nursing: RN to BSN Transitions (1)
This course provides content required for successful transition into upper division RN-BSN Program courses. Topics covered include an orientation to the RN to BSN Completion Program, academic integrity, professional writing standards, and Blackboard training. Prerequisites: Admission to the RN-BSN Program. Ability to effectively utilize computer programs such Word, Blackboard, and email. Credit or no credit.

NURS 487 Healthcare Ethics across the Lifespan (5)
This course will describe and discuss a variety of ethical issues and dilemmas confronting everyone who participates in the domestic healthcare system. Ethical theory and decision-making models will be reviewed for application during the course. A description of the multiple methods of healthcare delivery, the organizations and agencies providing healthcare, and personnel providing care will be presented as a basis for discussion. A variety of dilemmas involving patients across the lifespan, their significant others, the healthcare team, and delivery systems will be discussed. Both classical and newly evolving dilemmas involving patients and/or professionals will be the primary focus of discussion. Prerequisites: ENGL 110, PHIL 102.

NURS 490 Senior Seminar: Leadership, Trends & Issues in Nursing (Theory) (5)
Consideration is given of current and evolving ethical, legal, political, and economic issues facing the profession of nursing. These issues are critically analyzed as they relate to nursing care and nursing leadership/management in the delivery of health care in contemporary society. Prerequisite: Completion of Level III nursing courses in Traditional BSN Program.

NURS 492 Advanced Leadership Seminar I (5)
This course focuses on theoretical principles to provide nurses with the knowledge base to be an effective leader/manager in today's healthcare environment. Students will identify their own leadership and management style. The concepts of power, strategic planning, advocacy, change, collaboration, and resource management will be discussed. Prerequisites: NURS 357. Admission to the RN-BSN Program. Ability to effectively utilize computer programs such Word, Blackboard, and email.

NURS 493 Advanced Leadership Seminar II (5)
This course focuses on the nurse's role as a leader/manager in a healthcare setting. Emphasis is placed on the implementation of leadership principles and how they are used to define the nurse's management style. Students will complete a culminating project within their own practice setting that demonstrates nursing leadership. Students will identify a nurse leader within their organization to mentor them in completing their culminating project. Prerequisites: NURS 357 and 492. Admission to the RN-BSN Program. Ability to effectively utilize computer programs such Word, Blackboard, and email.

NURS 497 Cooperative Education (Clinical) (1-5)
This work study course is offered 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 RN preceptors. The laboratory experience is supervised by a Department of Nursing faculty (course instructor) and clinical agency coordinators. The determination of course credits, evaluation, and grading is the responsibility of the nursing faculty. Prerequisite: Completion of Level II nursing courses. Credit or no credit.

NURS 499 Independent Study (1-5)
Individual projects, research, directed reading, or other assignments for students qualified to engage in independent work. Prerequisite: Consent of faculty sponsor and permission of Department Chair.

Graduate Courses

NURS 515 Roles in Advanced Practice (2)
Role development in advanced practice nursing from historical, economical, political, legal, and ethical perspectives. Discussion of role definition, transition, ambiguity, and development. Concepts of collegial practice, inter-professional, and intra-professional relationships in addition to legal issues will be emphasized. Lecture 2 units. Prerequisite: Conditionally Classified or Classified status, or senior nursing student with permission of the instructor.

NURS 518 Care of Vulnerable Populations (2)
Examine the social determinants of health that cause (or contribute to) health disparities in vulnerable populations. Consideration of culture, ecology, and epidemiology using evidence-based care that will be applied to populations at risk of poor physical, psychological, or social health. The nursing process is applied in order to develop health promotion and disease prevention strategies to meet the needs of vulnerable populations. Lecture 2 units. Prerequisite: Conditionally Classified or Classified status, or senior nursing student with permission of the instructor.

NURS 527 Transformational Leadership and Health Care Policy (3)
Examination of the nurse leader role from behavioral, relational, interactional, and structural perspectives. Topics include patterns of communication, conflict management, organizational policy and behavior, quality improvement management, patient safety, research review, change theory, and integration of informational sciences, and working with interdisciplinary teams. In addition, exploration of healthcare reform, health care policy, organization, and financing of health care systems will provide the basis for leadership in the planning and provision of quality cost effective healthcare. Includes as an essential foundation for the delivery of health care services: examination of legislation, regulation, and distributive justice; comparison of various care delivery systems; exploration of various modes of emerging healthcare systems. Nursing leadership is viewed through a transcultural lens to facilitate work with diverse groups. Lecture 3 units. Prerequisite: Conditionally Classified or Classified status, or senior nursing student with permission of the instructor.

NURS 586 Advanced Health Assessment (Theory/Clinical) (5)
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 of the adult (including the pregnant female), child, adolescent, and geriatric clients. Upon this foundation, an individualized protocol for client care management will be established. Lecture 3 units; Laboratory Practice 2 units. Prerequisite: Conditionally Classified or Classified status, or senior nursing student with permission of the instructor.

NURS 590 Theoretical Foundations of Nursing (3)
A seminar dealing with the relationships between philosophy, theory, research, and practice in nursing. An historical analysis of nursing's professional progress to its present theoretical state provides the background for analysis, discussion, and evaluation of different nursing theories. Included will be analysis of relevant mid-range theories from a wide range of disciplines. Lecture 3 units. Prerequisite: Conditionally Classified or Classified status, or senior nursing student with permission of the instructor.

NURS 595 Educational Principles and Methodology Applied to Nursing (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 advanced practice nurse to influence attitudes and understanding about nursing 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. Lecture 3 units. Prerequisite: Conditionally Classified or Classified status, or senior nursing student with permission of the instructor.

NURS 603 Pathophysiology for Advanced Practice Nurses (3)
Physiology-based course focusing on the pathogenesis of human disease as a consequence of abnormalities and alterations of normal physiologic function based on a cellular and system oriented framework. Regulatory and compensatory mechanisms that aim at maintaining and restoring homeostasis in response to changes in the internal and external environment are explored. Synthesis of current research regarding pathophysiological patterns and its application to primary care are emphasized. Prerequisite: Conditionally Classified or Classified status.

NURS 606 Family Theory and Health Promotion (Theory) (3)
Advanced concepts in family assessment. Emphasis on disease prevention, and health and wellness care in rural, urban, multi-ethnic, and culturally diverse populations. Theoretical models of family, aggregate, and community systems as they relate to health promotion, risk reduction, and health restoration are explored. Lecture 3 units. Prerequisites: Classified status. NURS 586 (within the previous two years), NURS 603, 686.

NURS 607 Assessment and Management of Family Health Care (Clinical) (3)
Application of beginning nurse practitioner skills in individual and family assessment, intervention, and management in primary care and community-based settings. Clinical focus is on data gathering, conducting routine health histories and physicals, and health promotion/risk reduction activities in rural, urban, and multi-ethnic and culturally diverse populations. Models of individual, family aggregate, and community systems are used to analyze health promotion, risk reduction, and health restoration. Students will develop and use disease protocols for intervention and management. Laboratory Practice 3 units. Prerequisites: NURS 586 (within the previous two years), NURS 603, 686. Classified status.

NURS 616 Assessment and Management of Chronic Family Health Care (Theory) (4)
Family Nurse Practitioner concepts in assessment, intervention, and management of individuals in primary care and community-based settings. Health promotion, disease prevention and management of care of individuals with chronic health needs across the lifespan. Development of process protocols and algorithms for intervention and management with emphasis on health maintenance. Lecture 4 units. Prerequisites: NURS 606, 607, 686. Classified status.

NURS 617 Assessment and Management of Chronic Family Health Care (Clinical) (4)
Family Nurse Practitioner skills and care in assessment, intervention and management of individuals in primary care and community-based settings. Health promotion, disease prevention and management of care of individuals with chronic health needs across the life-span. Use of process protocols and algorithms for intervention and management with emphasis on health maintenance. Application of pathophysiological concepts to clinical practice. Supervised clinical practice in a primary care setting with emphasis on chronic care of clients/patients of all ages. Laboratory Practice 4 units. Prerequisites: NURS 606, 607, 686. Classified status.

NURS 625 Advanced Nursing Research (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 founded on evidence based practice. Lecture 4 units. Prerequisites: NURS 590. Classified status.

NURS 636 Assessment and Management of Acute Family Health Care (Theory) (4)
Family Nurse Practitioner concepts in family assessment, intervention, and management in primary care and community-based settings. Health promotion, disease prevention, and management of clients with acute self-limiting illnesses across the life-span. Lecture 4 units. Prerequisites: NURS 616, 617. Candidacy status.

NURS 637 Assessment and Management of Acute Family Health Care (Clinical) (4)
Family Nurse Practitioner skills and care in family assessment, intervention, and management in primary care and community-based settings. Health promotion, disease prevention, and management of clients with acute self-limiting illnesses across the life-span. Application of pathophysiological, pharmacological and other treatment intervention concepts to clinical practice. Supervised clinical practice in a primary care setting with emphasis on care of clients/patients of all ages with acute self-limiting conditions. Laboratory Practice 4 units. Prerequisites: NURS 616, 617. Candidacy status.

NURS 646 Assessment and Management of Complex Family Health Care (Theory) (4)
Family Nurse Practitioner concepts in family assessment, intervention, and management in primary care and community-based settings. Health promotion, disease prevention, and management of complex, chronic multisystem illnesses across the life-span. An emphasis will be placed on the theoretical base for provision of care to older adults. Prerequisites: NURS 636, 637. Candidacy status.

NURS 647 Assessment and Management of Complex Family Health Care (Clinical) (4)
Family Nurse Practitioner skills and care in family assessment, intervention, and management in primary care and community-based settings. Health promotion, disease prevention, and management of complex, chronic multisystem illness across the life-span. An emphasis will be placed on the provision of care to older adults. Application to clinical practice of pathophysiological, pharmacological and other treatment interventions. Supervised clinical practice in a primary care setting in the care of clients/patients of all ages with chronic multisystem illness. Prerequisites: NURS 636, 637. Candidacy status.

NURS 653 Advanced Practice Nursing Role Practicum in Family Health Care (Theory/Clinical) (5)
Residency with a preceptor and faculty guidance in nurse practitioner role development in a primary care and community-based setting. Problem solving strategies as they apply to multi-ethnic and culturally diverse client/systems are implemented through the utilization of theoretical models and research across practice settings. Student will demonstrate selected advanced skills and procedures. Lecture 1 unit; Laboratory Practice 4 units. Prerequisites: NURS 646, 647. Candidacy status.

NURS 686 Pharmacotherapeutics for Advanced Practice Nurses (5)
Designed to meet the Board of Registered Nursing requirement for nurse practitioners to furnish drugs and/or devices pursuant to the Business and Professions Code including utilizing standardized procedures. Content of focused discussion and testing will include, but not limited to: pharmacokinetics, pharmacodynamics, medication dosing; recognizing and managing side effects; interactions with medications, foods, and dietary supplements; ethical and legal issues related to the furnishing process. Emphasis is on achieving optimal drug therapy outcomes as well as preparation for application for a furnishing license. Lecture 5 units. Prerequisite: Conditionally Classified or Classified status.

NURS 692 Culminating Experience: Comprehensive Examination (5)
The comprehensive examination will allow the student to demonstrate mastery of the subject matter, including: client assessment, diagnostic reasoning, and clinical reasoning in developing a treatment and management plan. The comprehensive examination will include a multiple choice examination preparing the student for the national certification examination for the Family Nurse Practitioner. The comprehensive examination will include a written component that will incorporate nursing theory, nursing leadership, nursing research, educational principles, and patient care management. Examination 5 units. Prerequisites: NURS 646, 647. Candidacy status.

Lower Division

PHIL 100 Introduction to Philosophy (5)
This course introduces students to philosophical methods and reasoning and examines some of the central issues in philosophy. Issues to be addressed include the kinds, sources, and tests of knowledge; the nature of reality, of self and of God; the sources of value and how values ought to inform our lives. **GE C5**

PHIL 101 Contemporary Moral Problems (5)
This course provides an overview of historical and recent ethics theory and concepts, and an examination of contemporary moral issues and dilemmas, such as abortion, euthanasia, capital punishment, affirmative action, animal rights and gender relationships. Emphasis is given to the relationship between theory and practice. **GE C5**

PHIL 102 Logical Reasoning (5)
This course is designed to develop critical thinking skills related to the analysis and evaluation of arguments. It involves analysis and criticism of deductive and inductive reasoning; an understanding of justification and evidence; and identification of fallacious arguments in various areas of inquiry. **GE A3**

PHIL 289 Experiential Prior Learning (variable units)
This course provides an evaluation and assessment of learning, which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. It requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis, and is not open to postgraduate students. Interested students should contact the department office. This course may not be counted toward major or minor requirements.

PHIL 290 Orientation and Methods (5)
This course provides new and possible philosophy majors with an overview of the Philosophy major and practice in the methodology of good philosophical thinking and writing. The overview may include information about the requirements for the major, computer and information competency, academic and non-academic careers and graduate school (including financial issues). Practice in methodology will help you do research, to read philosophical texts carefully, discern extended arguments within a text, and write clearly and precisely.

PHIL 296/396 Human Corps Community Service I (variable units)
This course provides students with volunteer community service experience working with nonprofit, governmental, educational or community-based service organizations. Offered on a credit, no-credit basis only.

Upper Division

PHIL 302 History of Western Philosophy I (5)
This course traces the development of Western philosophy from its Greek origins through the Hellenistic period. It introduces the students to ancient debates and methods of inquiry about a number of issues in regards with the nature of reality, knowledge and morality. The survey starts with the fragments and testimonial of the early thinkers, also known as Pre-Socratic philosophers, moving to the more comprehensive works of Plato and Aristotle, and ending with the works of the Hellenistic period. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status. **GE T2**

PHIL 303 History of Western Philosophy II (5)
This course explores the development of Western Philosophy from medieval philosophy through the Modern Rationalists, Descartes, Leibniz and Spinoza. Prerequisites: Completion of General Education Areas A2 and A3.

PHIL 304 History of Western Philosophy III (5)
This course explores the Modern period of Western philosophy, focusing on the Empiricists - primarily Locke, Berkeley and Hume - and the Critical Philosophy of Kant. Prerequisites: Completion of General Education Areas A2 and A3.

PHIL 305 History of Western Philosophy IV (5)
This course explores the history of Western philosophy from Kant through the influential philosophers of the nineteenth century. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 307 Analytic Philosophy (5)
This course examines the rise and development of analytic philosophy in the 20th century. Topics may include: the origins of analytic philosophy as a reaction against idealism; features distinguishing analytic philosophy from other philosophical traditions; various analytic 'schools', including logicism, logical atomism, logical positivism, philosophical naturalism, ordinary language philosophy, analytic metaphysics; and major figures in the tradition, including Frege, Moore, Russell, Wittgenstein, Ayer, Quine, and Kripke. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 308 The American Philosophical Heritage (5)
This course focuses on philosophical ideas developed in the geographical context of America as a nation. Key ideas explored may include mind-body-self relationships; the nature of knowledge and inquiry; notions of community and power; freedom; democracy; and cultural pluralism; race, and gender; and the roles of science, religion, literature, and art in American philosophical thought. Individual thinkers studied may include Native American contributors, Jonathan Edwards, Benjamin Franklin, Thomas Jefferson, Charles S. Peirce, William James, Josiah Royce, John Dewey, W.E. B. Dubois, Alain Locke, and Jane Adams. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status. **GE T2**

PHIL 309 Twentieth Century Continental Philosophy (5)
This course provides a study of recent work within the Continental European tradition. Movements studied may include phenomenology, critical theory, structuralism, French feminism, hermeneutics, deconstruction, post structuralism, post-colonialism, and postmodernism. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 310 Existentialism (5)
Various types of existential philosophies are examined in the writings of nineteenth-century philosophers of existence such as Kierkegaard and Nietzsche, and of twentieth century exponents such as Heidegger, Sartre, Beauvoir, Camus, Buber, Fanon, and others. Concepts explored may include the meaning of freedom, the choice of values after the "death of God," relations between individual and society, embodiment and existential psychoanalysis. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status. **GE T2**

PHIL 315 Philosophy, Technology and Our Future (5)
This course examines the nature of modern technology in relation to human goals and the quality of life, as well as the impact of its use on the biosphere. Emphasis shall be placed on the critical assessment of technologies in relation to the ethical, social, legal, and environmental questions they raise. Various philosophical perspectives on modern technology such as those of Heidegger, Borgmann, Feenberg, Ferré, and Latour may be considered. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 316 Professional Ethics (5)
This course will focus on the unique ethical issues and obligations attached to professional roles. Topics will include a definition of "profession," with discussion on how that status is distinguished from, for example, "occupation" and "craft;" theories and processes for ethical decision-making; discussion of special role-engendered ethical obligations; and consideration of the kinds of ethical dilemmas faced by persons in such fields as engineering, architecture, medicine, law, computer science, nursing, academia, and social work. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status. Additional recommended prerequisite: PHIL 100 or 101 or equivalent. **GE T2**

PHIL/COMM 317 Ethical Issues in the Media (5)
This course provides an analysis of ethical issues in the news media, with emphasis on news-gathering and reporting and the impact of the internet, advertising, and entertainment. Topics covered include an evaluation of the ethical culture of newsrooms, codes of ethics, objectivity, privacy, fairness, honesty, and the public's right to know. Case studies will be examined, as well as other means by which students will learn how to recognize and resolve ethical conflicts. This course carries credit in either PHIL or COMM. Prerequisites: Completion of General Education Areas A2 and A3.

PHIL 318 Business Ethics (5)
This course will focus on the role ethical reasoning and decision-making plays in best business practices. Topics include a review of key ethics theories and a method for ethical decision-making; an analysis of the role of business in society and how that role has changed over time; a review of the role businesses play across political and cultural lines; a discussion of corporate culture and its impact on participants' conceptual schemes; an evaluation of how for-profit business practices fit within a commitment to social justice; and a discussion of the moral and legal status of corporations and whether they have specific moral duties, e.g., to protect the environment or to promote social welfare. The course will also address a range of workplace specific questions, including such topics as employer-employee and employee-employee relations, privacy, fair pay, conflict of interest, whistle-blowing, and marketing. All these concerns will be evaluated within the contexts of both large corporations and small businesses. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor. Recommended prerequisite: PHIL 100 or 101 or equivalents; completion of Area A. Offered quarterly.

PHIL/PLSI 333 Political Philosophy and Thought (5)
This course examines various theories of the nature of social and political life. Significant contributions to Western political philosophy, such as those of Plato, Hobbes, Locke, Mill, Marx, and Rawls, will be examined along with the concepts of rights, equality, justice, obligation, liberty and utility. Additional readings may contribute to analysis of the development of political institutions and civil society in the West and their effects on non-European nations and cultures. This course carries credit in either PHIL or PLSI. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status. **GE T2**

PHIL 342 Philosophy of Religion (5)
This course examines the nature of religion and religious experience, 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 life after death and religious pluralism. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status. **GE T2**

PHIL 343 Asian Philosophy (5)
This course provides an interpretive and comparative study of some of the major Asian philosophies, ancient through contemporary, and their relevance to contemporary issues and problems. Philosophies and figures to be investigated may include: Confucius, Mencius, and Hsun Tzu; Taoism: Lao Tzu and Chuang Tzu; Hinduism: the Upanishads, the Bhagavadgita, and the major Vedanta philosophies; and the various schools of Buddhism. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 350 Symbolic Logic (5)
The course is designed to develop our understanding of key logical concepts, such as validity, consistency, logical truth, and the distinction between syntax and semantics. A main aim of the course is to develop the ability to translate arguments from natural language into the formal languages of the propositional and predicate calculus, and then to use the formal proof system to determine the logical status of the argument. Prerequisites: Completion of General Education Areas A2 and A3.

INST 363 Personhood (5)
Psychological, philosophical and biological perspectives on the person as mind, body and brain will inform exploration of public policy issues such as those related to models of illness and wellness, health care, gender and sexuality, intelligence, and legal issues such as insanity plea, commitment, eyewitness testimony and spousal and child abuse. Prerequisites: Completion of General Education Areas A, B4, and D and upper division status. PHIL 101 recommended. **GE T3**

PHIL/RS 363 Philosophy and Religion in Literature (5)
This course examines philosophical and religious concepts discussed in novels, short stories, poetry, and dramatic literature that are intricately related to human nature. Such concepts include: self and self-realization, knowledge, morality, God, good and evil, afterlife, meaninglessness, friendship, love, and *eros*. A critical exploration of issues. Authors from various historical periods, cultures, and backgrounds will be included. This course carries credit in PHIL or RS. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status. **GE T2**

PHIL 375 Directed Reading (3)
This is a seminar style course in which students undertake a close reading of key works either from the history of philosophy or from contemporary material. Past selections have included Immanuel Kant's Critique of Judgment, Daniel Dennett's Elbow Room, Peter Singer's Rethinking Life and Death, Michel Foucault's Discipline and Punish, and Martha Nussbaum's Upheavals of Thought. May be repeated for different course content. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 377 Special Studies in Philosophy (1-5)
Topics to be offered will be announced prior to registration, and may be repeated for different course content. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 380 Environmental Philosophy (5)
This course examines epistemological, ethical, and social questions concerning humanity's relationship with nature. Topics include the rights of animals and ecosystems, our obligations to future generations, anthropocentrism and biocentrism, the global economy and local economies, unsustainable and sustainable development, as well as the impact of modern technologies on the biosphere. Various philosophical perspectives, such as deep ecology, ecopsychology, and ecofeminism may be considered. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 381 Feminist Philosophy (5)
This course examines feminist theory and practice through the writings of historical and contemporary philosophers. Topics may include feminist revisions of the philosophical canon, analyses of oppression and critiques of patriarchy, critiques of sexism and homophobia, approaches to moral, legal, and social philosophy, approaches to ontology and epistemology, and analyses of sexuality, femininity, marriage, motherhood, prostitution, pornography, sexual violence, and social change. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor. (Recommended prerequisite: INST 205.) This course also carries credit toward a minor in Women and Gender Studies. **GRE**

PHIL 382 Philosophy of Race (5)
This course examines the concept of race and the way race informs identity from both historical and contemporary sources. Topics discussed may include the reality of race, the origins of the concept, and the extent to which race does and should impact our social and personal identities. Other topics may include analysis of racism, the intersection of race with gender and/or class, and ethico-political issues surrounding race, such as affirmative action. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor. **GRE**

PHIL 383 Philosophy of War (5)
This course is a philosophical examination of conceptual and moral issues relating to war. It discusses the Just War Tradition, and examines questions about violent events that count as war, when it is just to go to war, the means by which a war may be justly fought, and the virtue(s) of a warrior. Debates about responsibility, pacifism, and connection between religion and war may be discussed. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 396 Human Corps (5)
Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 406 Contemporary Issues in Philosophy (5)
This course will address those issues, movements, or figures at the forefront of current research in philosophy. Topics may include, but are not limited to, mind and consciousness, language and interpretation, the human condition, self and community, and value theory. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 411 Marx, Marxism and Post-Marxism (5)
This course engages the central ideas of Marxist philosophy, economics and social theory, both through the writings of Marx and others who contributed to the development of this tradition such as Engels, Lenin, Mao, Horkheimer, Adorno, Marcuse, Althusser and others. This study will also examine the relevance of Marxism since the fall of the USSR, through the writings of contemporary critical social theorists. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 431 Aesthetics (5)
This course investigates a variety of issues that arise from philosophical discussions on the nature of art. Possible questions to be explored include: Is there a proper definition of art? Should a piece of work be in agreement with current moral sensibilities in order to be recognized as art? Should it matter whether the creator of the work is human? Do the creator's intentions matter for a piece of art to be received or understood as art? Whose judgment counts whether the artwork is an excellent one of its type? Should it matter where, when, and by whom a piece of art is seen, if by anyone? To answer those questions, we will be reading the writings of philosophers who work either within the analytic tradition or the continental one. These works go as far back as the ancient Greek world and are as recent as the "digital revolution." Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 432 Theories of Ethics (5)
This course provides a review of historical and contemporary theories of ethics, ranging from those of classical authors (such as Plato and Aristotle) to those of contemporary theorists (such as Gert and Hursthouse). Students will also analyze key ethical concepts, such as "the right and the good," "responsibility," "intentionality," and "consequences." Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 435 Philosophy of Law (5)
This course addresses issues common to both philosophy and law through the study of legal theories such as Natural Law, Positivism. Legal Realism, Law and Economics, Feminist Jurisprudence, and Critical Race Theory. Attention will be paid to the nature, origin and scope of rights, the specifics of legal reasoning and constitutional law, and the roles played by the legal system in the contemporary world. Additional issues examined may include capital punishment, sex and gender discrimination, changes in tort law, and the growth of the prison industry or other selected topics. Prerequisites: Completion of General Education Areas A2 and A3.

PHIL 440 Metaphysics (5)
Metaphysics is inquiry into the fundamental nature of reality and the most general features of the world. Metaphysicians aim to make assertions that strictly and literally describe reality with no restrictions on intended reference. A central question of metaphysics is whether metaphysics so described is possible. Other questions that may be explored include: What is existence? Are there many worlds, or only one? Do universals (e.g., properties) exist? Do other abstract objects (e.g., numbers) exist? What is time? What is space? What are causes? What makes a thing (or person) remain the same thing (or person) despite change? Is free will an illusion? Does God exist? Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 441 Self and Mind (5)
This course examines various theories of mind and their consequences for our understanding of the mind's relation to the body, the brain, behavior, consciousness, and the self. The course will also explore the possibility of nonhuman minds, such as those of animals and computers. Prerequisites: Completion of General Education Areas A2 and A3.

PHIL 451 Theories of Knowledge (5)
This course examines the nature, possibility, and limits of human knowledge. Topics may include skepticism, perception, logical and mathematical knowledge, self-knowledge, and various theories of justification, including foundationalism, coherentism, naturalism, and feminist epistemology. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 452 Philosophy of Science (5)
This course investigates philosophical questions concerning the rationality of scientific inquiry and the objectivity of scientific claims. Questions to be addressed include: What is the role of observation and experiment in evaluating scientific hypotheses? What does it take to be considered a legitimate science? What should a scientific theory include? Do correct scientific theories reveal the ultimate structure of reality? Is there scientific progress, or is that just how it seems to us? To what extent do cultural, social, and institutional factors influence science? Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 477 Special Studies in Philosophy (1-5)
Topics for this course will be announced prior to registration, and may be repeated for different course content. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 489 Experiential Prior Learning (variable units)
This course provides evaluation and assessment of learning, which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. It requires complementary academic study and/or documentation. This course is available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office. This course may not be counted toward major or minor requirements. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 490 Senior Seminar (6)
This is the capstone course of the major. Specific topics will vary, but all will involve bringing together the major areas of the discipline. Enrollment requires senior standing. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 496 Internship in Practical Philosophy (1-5)
This course involves 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. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

PHIL 497 Cooperative Education (5)
The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The Cooperative Education office contracts the field experience 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. This course is offered on a credit, no-credit basis only. The department will determine application of credit.

PHIL/RS 498 Directed Study in the Instruction of Philosophy/Religious Studies (1-5)
Theory and method in undergraduate instruction in Philosophy/Religious Studies. Weekly meetings with faculty sponsor and supervised experience which may include developing and administering examinations or paper assignments, proctoring self-paced instructional units, course development, evaluation of student papers, lectures, leading class discussion and discussion groups, and in-depth directed readings of relevant topics. The course is repeatable and will be offered on a credit, no-credit basis only. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor. Additional prerequisites: Senior (or graduate) standing; a grade of B or better in PHIL/RS 290; and consent of the instructor who will serve as sponsor.

PHIL 499 Individual Study (1-5)
This is an individual program of study with regular consultations and/or examinations as the instructor may require. Admission is contingent upon approval by the department chair. Prerequisites: ENGL 110 and a "C" or better in PHIL 102 or equivalents or consent of the instructor.

Graduate Courses

PHIL 577 Special Studies in Philosophy (1-5)
Topics to be offered will be announced prior to registration. This course may be repeated for different course content. Enrollment in this course requires graduate level standing.

PHIL 580 Advanced Research Participation (1-5)
This course involves individual investigation under the supervision of an identified instructor. (Experience as a research or teaching assistant does not count for credit.) Prerequisite: 3.0 GPA and consent of department chair.

PHIL 599 Advanced Individual Study (1-5)
This course involves special projects developed by the individual in consultation with an identified instructor. Prerequisite: 3.0 GPA and consent of department chair.

PHIL 677 Special Studies in Philosophy (1-5)
Topics to be offered will be announced prior to registration. This course may be repeated for different course content. Enrollment in this course requires graduate level standing.

Lower Division

PEAK 101-184 Activity Courses (1)
Instruction in a variety of sports and fitness activities. Offered on a credit, no-credit basis only. (Students may apply to graduation a maximum of 8 total units of credit earned in PEAK activity courses, General Studies courses, or any approved equivalent courses.)

PEAK 200 Perspectives in Physical Education and Kinesiology (5)
An introduction and orientation to the fields within physical education and kinesiology in terms of an historical perspective and professional/career opportunities. In addition, an orientation to the major, curriculum. Lecture/discussion. This course is a prerequisite to all other PEAK courses 300-level and above (can be taken concurrently). Therefore, it should be taken as soon as possible within the required coursework. Prerequisite: GE A2, declared PEAK major and sophomore standing.

PEAK 250-268 Intercollegiate Sports (2)
Daily instruction in intercollegiate activities. May be repeated for credit according to season. Field trips required. Subjects are: Baseball, Men's and Women's Basketball, Women's Cross Country, Men's and Women's Golf, Men's and Women's Soccer, Softball, Men's and Women's Swimming, Women's Sand Volleyball, Men's and Women's Track and Field, Women's Volleyball, Women's Water Polo, and Wrestling. Prerequisite: CSUB intercollegiate athlete status or permission of the instructor.

PEAK 290 Care and Prevention of Athletic Injuries (4)
An introductory course for prospective athletic trainers, coaches, physical educators, and exercise physiologists to provide basic knowledge and skill in the care and prevention of athletic and physical activity related injuries. Three units of lecture/discussion; one unit of lab.

Upper Division

PEAK 300 Motor Learning (4)
A study of selected factors that influence the acquisition and retention of gross and fine motor skills, with emphasis on theoretical models of motor control and learning and the role of motor and sensory systems. Three units of lecture/discussion; one unit of lab. Prerequisite: GE B4, PEAK 200.

PEAK 305 Motor Development (4)
A study of the relationship between physical growth, motor development, and motor performance of individuals from infancy through old age, with emphasis on age, gender, and mental/physical limitations. Three units of lecture/discussion; one unit of lab. Prerequisite: GE B4, PEAK 200.

PEAK 310 Measurement and Evaluation in Physical Education and Kinesiology (4)
A study of measurement and evaluation procedures used in physical education, exercise science, and other fields within kinesiology. Emphasis is placed on application of statistical procedures and various measurement instruments/techniques, as well as interpretation of measurement results. Three units of lecture/discussion; one unit of lab. Prerequisite: GE B4, PEAK 200.

PEAK 325 Psychological and Sociological Aspects of Fitness and Sport (5)
A study of psychological and sociological factors as they relate to play, sport, physical activity, and fitness. Lecture/discussion. Prerequisite: PEAK 200.

PEAK 331 Elementary Physical Education (3)
Designed to provide future physical education teachers with an understanding of developmentally and instructionally appropriate physical education for children. Students receive instruction and practice in teaching competencies with emphasis placed on teaching strategies, lesson plan development, class management techniques, safety procedures, and critical evaluation of one's own teaching. Students develop a functional understanding of the curricular concepts and teaching techniques through reading, lecture/discussion, and teaching practice activities. Three units of lecture/discussion. Taken concurrently with PEAK 332. Prerequisite: PEAK 200.

PEAK 332 Practicum in Elementary Physical Education (2)
Supervised practical experience in an elementary physical education setting. Emphasis is placed on applying knowledge gained through physical education courses as well as learning new related concepts and skills through movement experiences, peer-teaching, and field experience. The course requires assigned hours at elementary schools and scheduled seminar meetings. Taken concurrently with PEAK 331. Prerequisite: PEAK 200.

PEAK 345 Physical Education for the Elementary School Teacher (5)
Designed to provide future elementary classroom teachers with an understanding of developmentally and instructionally appropriate physical education for children. Students develop a functional understanding of the curricular concepts and teaching techniques through reading, lecture/discussion, movement experiences, peer-teaching, and field experience. Four units of lecture/discussion, one unit of lab. Not available to PEAK majors.

PEAK 351-357 Theory of Coaching (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 and strategies; motivation, training, and conditioning; and program administration and evaluation. Lecture/discussion, and activity. Subjects include: basketball, competitive swimming, soccer, softball, tennis, track and field, volleyball, and wrestling.

PEAK 362 Sports Officiating (2)
Theory and practice of officiating sports for school extramural athletic programs. Lecture, demonstration, and practice leading to certification or local rating. Sports that are covered include football, basketball, soccer, volleyball, and softball/baseball.

PEAK 370 Advanced Coaching Series (2-5)
Advanced study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis is placed on practice and event preparation; individual and team fundamentals; offensive and defensive techniques and strategies; motivation, training, and conditioning; and program administration and evaluation. Lecture/discussion and activity. Prerequisite: Permission of the instructor. Subjects include: basketball, competitive swimming, field sports for women, football, softball, tennis, track and field, volleyball, and wrestling.

PEAK 373 Psychology of Coaching (5)
A study of coaching philosophy; communication and motivation principles; effective sport skills instruction; and player, team and self-management. Emphasis is placed on specific skill development related to enhancing player performance from a psychological perspective, understanding and managing team behavior, and improving the player-coach relationship. Through examination, students earn California Interscholastic Federation (CIF)/American Sport Education Program (ASEP) Bronze Level 1 Coaching Certification. Students also have the opportunity to earn American Red Cross CPR Certification. Lecture/discussion. Membership in the National Federation of High School Coaches Association required.

PEAK 381 Methods of Tumbling and Gymnastics (2)
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through gymnastics and tumbling activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format. Prerequisite: PEAK 200.

PEAK 382 Methods of Combative Activities (2)
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through self defense activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format. Prerequisite: PEAK 200.

PEAK 383 Methods of Rhythm and Dance (2)
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through social, cultural, and contemporary dance activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format. Prerequisite: PEAK 200.

PEAK 384 Methods of Aquatics and Water Safety (2)
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through swim, water polo, diving, and emergency prevention activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format. Prerequisite: PEAK 200.

PEAK 385 Methods of Outdoor and Nontraditional Activities (2)
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through hiking, orienteering, wilderness survival, cooperative and adventure based activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format. Prerequisite: PEAK 200.

PEAK 386 Methods of Lifetime Fitness (2)
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through (but not limited to) aerobics, inline skating, multi-sport, and functional exercise activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format. Prerequisite: PEAK 200.

PEAK 387 Methods of Individual Sports and Games (2)
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through (but not limited to) golf, archery, bowling and individual and manipulative activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format. Prerequisite: PEAK 200.

PEAK 388 Methods of Dual Sports and Games (2)
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through dual and manipulative activities such as (but not limited to) tennis, racquetball, Frisbee, and badminton. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format. Prerequisite: PEAK 200.

PEAK 389 Methods of Invasion Sports and Games (2)
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through invasion type activities such as (but not limited to) soccer, basketball, team handball, and ultimate Frisbee. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format. Prerequisite: PEAK 200.

PEAK 397 Advanced Nutrient Utilization for Sport and Human Performance (5)
Exploration of macronutrients, micronutrients, nutritional ergogenic aids, cardiovascular disease prevention and sports performance in humans. Content focuses on fluid/electrolyte balance, vitamin metabolism, antioxidant nutrients, and special nutritional needs of female athletes in the context of the female athlete triad. Student will also learn methods for assessing current nutritional status.

PEAK 400 Adapted Physical Education (5)
A study of individuals with physical and mental disabilities requiring specialized physical education and rehabilitation. Emphasis is placed on the development and implementation of appropriate physical education programs for disabled individuals. Four units of Lecture/discussion; one unit of lab. Prerequisites: PEAK 300 and 305 or concurrent.

PEAK 401 Applied Kinesiology (5)
A study of musculoskeletal structure and function along with basic biomechanical principles as they relate to human movement. Emphasis is placed on application of acquired knowledge to the analysis of various human movements ranging from everyday activities to those that are sport specific. Four units of lecture/discussion; one unit of lab. Prerequisites: PEAK 200, BIOL 250; GE B4.

PEAK 402 Practicum in Adapted Physical Education (5)
Supervised practical experience in adapted physical education. Emphasis placed on implementing techniques learned in PEAK 400. Students are responsible for the development and implementation of specific individualized instructional programs for disabled persons in public schools, private schools, and the community. Students are also responsible for program assessment. This course requires 50 hours of assigned practical experience, including scheduled seminar meetings. Prerequisites: PEAK 400 and consent of the instructor.

PEAK 404 Physiology of Exercise (5)
An introductory study of human physiological adaptations to acute and chronic exercise. Emphasis is placed on relevant information, such as proper exercise to promote/develop fitness, and its practical application in physical education, fitness, and athletic training settings. Four units of lecture/discussion; one unit of lab. Lab fee required. Prerequisites: PEAK 200, BIOL 255 and 256; GE B4.

PEAK 406 Advanced Physiology of Exercise (5)
An advanced study of human physiological adaptations to acute and chronic exercise. Emphasis is placed on a more detailed study of topics covered in the introductory physiology of exercise course (PEAK 404) along with a study of new topics relevant to a broader understanding of exercise physiology. Laboratory experiences reinforce lecture content as well as introduce students to equipment and procedures utilized in various professional and research applications. Four units of lecture/discussion; one unit of lab. Lab fee required. Prerequisite: PEAK 404.

PEAK 430 Women in Sport (5)
A multidisciplinary study of the problems, patterns, and processes associated with women's sport involvement in our culture. Reflects changing trends in education and society, including current legislation and feminist ideas. Satisfies a course requirement for the Women's Studies Minor. Lecture/discussion. Prerequisite: Minimum sophomore standing. **GRE**

PEAK 431 Secondary School Physical Education (3)
Advanced instruction and practice in planning, developing, and implementing, 7-12 physical education curriculum in a sequential and developmentally appropriate manner. Designed to provide future secondary physical education teachers with an understanding of developmentally and instructionally appropriate physical education for middle and high school students. Additional emphasis placed on teaching strategies, lesson plan development, classroom management strategies, safety procedures, and critical evaluation of one's own teaching. Students develop a functional understanding of the curricular concepts and teaching techniques through reading, lecture/discussion, movement experiences. Three units of lecture/discussion. Taken concurrently with PEAK 432. Prerequisite: PEAK 331, 332.

PEAK 432 Practicum in Secondary School Physical Education (2)
Supervised practical experience in a secondary physical education setting. Emphasis is placed on applying knowledge gained through physical education courses as well as learning new related concepts and skills through movement experiences, peer-teaching, and field experience. The course requires assigned hours at middle and high schools and scheduled seminar meetings. Taken concurrently with PEAK 431. Prerequisite: PEAK 331, 332.

PEAK 475 Applied Biomechanics (4)
A study of basic qualitative and quantitative biomechanical principles and concepts and their application in the analysis of various human movements ranging from everyday activities to those that are sport-specific. Three units of lecture; one unit of lab. Prerequisite: PEAK 401.

PEAK 481 Promoting Wellness: An Introduction to Health Behavior Theories and Comprehensive Health Education (3)
This is the introductory course in the Health Science Education series. This course examines health behavior theories and comprehensive health education for schools and other relevant educational programs. Students learn how health education has experienced a paradigm shift from a problem-focused perspective to that involving health promotion in terms of asset building and positive youth development.

PEAK 482 Promoting Wellness: Intentional and Unintentional Injuries and Drug Abuse Education (4)
This course offers an analysis of the factors influencing human use and abuse of drugs, alcohol and other substances and their effects on the health and well-being of the individual, family, and society. Also addressed are intentional and unintentional injuries, as well as CPR.

PEAK 483 Promoting Wellness: Family Living and Prevention of Unintended Pregnancy, HIV, and Other Sexually Transmitted Diseases (4)
This course examines characteristics of caring families, changes in families, abuse within families, communication skills, relationships, dating, marriage, and parenthood. Also, current information about HIV/AIDS and other sexually transmitted diseases are presented along with issues surrounding testing, confidentiality of HIV status, and related laws.

PEAK 484 Promoting Wellness: Nutrition and Fitness (4)
This course familiarizes students with the social, cultural, and ethnic differences in the selection and preparation of food, weight-loss programs, dietary supplements, body image and self-concept, advertising, and food labeling. Also, content is presented on appropriate planning and implementation of fitness activities for the development and maintenance of lifelong health fitness.

PEAK 485 Exercise Testing and Prescription (4)
A study and application of: 1) basic principles and techniques for valid, reliable, and safe testing of health fitness, performance fitness, and functional capacity (clinical testing) for various populations; and 2) the development of appropriate individualized exercise prescriptions based upon test results. Three units of lecture/discussion; one unit of lab. Lab fee required. Prerequisite: PEAK 404.

PEAK 486 Exercise Programming for Fitness and Performance (4)
A study of the development and implementation of appropriate individual exercise programs for the improvement/ maintenance of health fitness and performance fitness. Emphasis is placed on gaining practical experience in various exercise training techniques and developing comprehensive programs that address specific individual needs. Three units of lecture/discussion; one unit of lab. Prerequisite: PEAK 404.

PEAK 489 Experiential Prior Learning (1-5)
Credit for learning gained through prior off-campus experience related to the curriculum of the department. Requires documentation and department chair approval. Offered on a credit, no-credit basis only. This course is repeatable for a maximum of five units. [By Petition]

PEAK 490 Senior Seminar in Physical Education and Kinesiology (5)
A terminal, integrating course designed to provide majors with an opportunity to demonstrate a synthesis and application of their acquired knowledge and skills through a culminating paper/project. Lecture/discussion; development and presentation of an approved culminating project. Prerequisite: Must be taken during the last quarter in which the course is offered prior to graduation, or permission of the instructor.

PEAK 496 Internship in Physical Education and Kinesiology (5)
Supervised intern experience within a school system, university program, agency, business, or industry for the purpose of acquiring additional knowledge and skills desirable for professional development. Specific requirements for academic credit will be developed and evaluated by a department faculty mentor and the field supervisor. This course is repeatable for a maximum of five units. [By Petition]

PEAK 497 Cooperative Education (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. The department will determine application of credit. [By Petition]

PEAK 498 Practicum in Exercise Science (5)
Supervised practical experience in a fitness and/or rehabilitation (e.g., cardiopulmonary; physical therapy) setting. Emphasis is placed on applying knowledge gained through exercise science courses as well as learning new related concepts and skills through the practicum experience. The course requires 50 hours of assigned practical experience, including scheduled seminar meetings. Prerequisites: Senior status and PEAK 485 and 486 or concurrent.

PEAK 499 Individual Study (5)
Exploration of a specific topic, primarily through directed research or assignments with a professor. Prerequisites: consent of instructor and approval of both the Department Chair and Dean of the School of Social Science and Education. [By Petition]

Lower Division

PHYS 110 Introduction to Astronomy (5)
Historical development of modern astronomy. Contents of the universe, the solar system, stars, and galaxies. Stellar evolution and solar processes. The planets. Modern cosmology. Four hours lecture/discussion and three-hour laboratories per week. **GE B1/B3**

PHYS 150 Introduction to Principles of Physics (5)
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 85 or satisfaction of the Entry Level Mathematics requirement.

PHYS 201 Basic Principles of Newtonian Physics (5)
Newtonian mechanics; relationships to contemporary physics; field and laboratory investigations with emphasis on the physical measurements of motion. Four hours lecture/discussion and one three-hour laboratory per week. Offered with non-calculus based text. Prerequisite or co-requisite: MATH 192 or equivalent.

PHYS 202 Basic Principles of Maxwellian Physics (5)
Maxwellian electromagnetics; relationships to contemporary physics; field and laboratory investigations in electricity, electronics, magnetism, and heat. Four hours lecture/discussion and one three-hour laboratory per week. Offered with non-calculus-based text. Prerequisite: PHYS 201.

PHYS 203 Basic Principles of Contemporary Physics (5)
Modern physics; principles of relativity, quantum phenomena, light, and the structure of matter. Observations and investigations related to atomic, nuclear, and molecular structure. Four hours lecture/discussion and one three-hour laboratory per week. Offered with non-calculus based text. Prerequisite: PHYS 202.

PHYS 207 Electric Circuits (5)
Circuit laws and analysis of DC and AC circuits. Physical properties, electrical characteristics and circuits of discrete and integrated electrical and electronic devices. Design and construction of circuits with instrumentation applications. Three hours lecture/discussion and two three-hour laboratories per week. Prerequisites: PHYS 222 and MATH 202 or 232 and MATH 222 or CMPS 221 or ENGR 162 (MATH 203 or 233 recommended).

PHYS 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 co-requisite: MATH 201 or 211 or 231.

PHYS 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: PHYS 221, Co-requisite MATH 202 or 212 or 232.

PHYS 223 Optics and Modern Physics (6)
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: PHYS 222.

PHYS 244 Properties of Materials I (3)
Application of physical principles to materials, their basic structures and properties. Emphasis on mechanical and chemical properties. Prerequisites: CHEM 211, PHYS 221 or permission of the instructor.

PHYS 245 Properties of Materials II (2)
Continuation of PHYS 244. Emphasis on physical and electrical properties. Prerequisites: PHYS 222 and 244, or permission of the instructor.

PHYS 277 Special Topics in Physics (1-5)
Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

PHYS 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 complimentary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

Upper Division

PHYS 307 Principles of Electronics (5)
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. Three hours lecture/discussion and two three-hour laboratories per week. Prerequisites: ENGR 207 and PHYS 223 (MATH 205 recommended).

PHYS 313A Condensed-Matter Physics I (3)
Introduction to solid state structure and x-ray diffraction analysis, thermal, electronic, magnetic, optical and defect properties of crystalline solids. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 223 and MATH 203 or 233 or permission of the instructor.

PHYS 313B Condensed-Matter Physics II (3)
Introduction to phase transitions, polymers, and glasses. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 313A or permission of the instructor.

PHYS 321 Classical Mechanics (6)
An intermediate level course intended for majors in the physical sciences. Kinematics of translation and rotation, particle and rigid body dynamics, damped and forced oscillations. Central forces, dynamics of systems of particles. Introduction to Lagrangian and Hamiltonian formalism. Five hours lecture/discussion, three hours laboratory per week. Prerequisites: PHYS 223 and MATH 205.

PHYS 322A Thermal Physics (3)
Elements of Classical Thermodynamics including the first, second, and third laws and applications. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 223, MATH 203 or 233 or permission of the instructor.

PHYS 322B Statistical Mechanics (3)
Elements of statistical mechanics, probabilistic interpretation of entropy, distribution functions and applications; transport phenomena. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 322A or permission of the instructor.

PHYS 323A Electricity and Magnetism I (3)
Coulomb's law, electric fields, electrostatics; conductors and dielectrics; steady currents. Two and a half lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 222, MATH 204 or 234 (may be taken concurrently) or permission of the instructor.

PHYS 323B Electricity and Magnetism II (3)
Magnetic fields and magnetostatics, magnetic materials, induction; development of Maxwell's equations. Two and a half lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 323A or permission of the instructor.

PHYS 323C Electricity and Magnetism III (3)
Electromagnetic waves, radiation theory; motion of charged particles in electromagnetic fields; relation of electromagnetism to relativistic concepts. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 323B or permission of the instructor.

PHYS 324 Modern Physics (6)
Development of quantum physics; relativity; quantum description of atoms, solids, and nuclei. Introduction to particle physics. Five hours lecture/discussion, three hours laboratory per week. Prerequisites: PHYS 223 (MATH 205 recommended).

PHYS 325 Principles of Geophysics (5)
Introduction to applied geophysical methods including reflection and refraction seismology, gravity, magnetics, electrical resistivity, and electromagnetics. In addition to learning the principles behind each method, students will collect, process, and analyze geophysical data. Co-requisite: PHYS 202 or 222 or permission of the instructor. A field trip fee may be required.

PHYS 411A Quantum Mechanics I (3)
The postulates and meaning of quantum mechanics. Schroedingerís equation and its relation to one-dimensional problems; the harmonic oscillator. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 321, MATH 205 or permission of the instructor.

PHYS 411B Quantum Mechanics II (3)
Continuation of PHYS 411A, including the hydrogen atom, and angular momentum. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 411A or permission of the instructor.

PHYS 412A Nuclear Physics (3)
Applications of quantum mechanics to nuclear physics; nuclear models and nuclear forces; alpha, beta, and gamma emission; relativistic kinematics and scattering; nuclear reactors. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisite or co-requisite: PHYS 411A or permission of the instructor.

PHYS 412B Particle Physics (3)
Introduction to Elementary Particle Physics; particle accelerators; the quark model; symmetry principles. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 412A or permission of the instructor.

PHYS 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.

PHYS 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.

PHYS 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 postgraduate students. Interested students should contact the department office.

PHYS 490 Senior Seminar (5)
Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interest. Prerequisite: major or minor in Physics.

PHYS 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 responsibilities 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.

PHYS 497 Cooperative Education (0-5)
The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Graduate Courses

PHYS 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.

PHYS 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.

The Department is likely to offer some courses, or sections of a course, in "hybrid," that is partly online and partly face-to-face, or entirely online. During registration please consult course listings in PeopleSoft where such courses are identified.

Lower Division

PLSI 101 American Government and Politics (5)
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. Prerequisite: Must have completed or be currently enrolled in ENGL 99. **GE D3, USCA/USCN**

PLSI 102 World Politics (5)
An examination of the basic elements influencing global politics. Central themes of the course include the emergence of the modern nation state system, the origins of international law and organization, and the impact of technology and globalization on society in the 21st century. The course concludes by focusing on contemporary world problems such as the threats posed by nuclear war and proliferation, environmental degradation, climate change, global inequality, and international financial crises. **GE D3**

PLSI 208 The Politics of Change in Asian Societies (5)
An examination of the economic, social, and geographical factors of political culture in the Asian nations of Japan and India. 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. The focus will be on examining political and economic change in Asia. The thrust of the course is comparative and students will be exposed to the history, politics, culture and economy of states in the region. The purpose of the course is to introduce students to the revolutionary and evolutionary changes in the region from a political and economic perspective, while providing a broader understanding of the regional and international implications of these changes.

PLSI 218 Politics in the Novel and Film (5)
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.

PLSI 240 Honors Seminar: The Nature of Politics (5)
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.

PLSI 277 Special Topics (1-5)
An examination of selected contemporary political problems. Subjects vary from term to term but might include such topics as the politics of Black America, the politics of student protest, the politics of ecology, etc. Prerequisite: One course in Political Science or consent of instructor. May be repeated once for credit.

PLSI 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 postgraduate students. Interested students should contact the department office.

Upper Division

PLSI 300 Political Inquiry (5)
An analysis of political science methods and the design of political research. Includes an examination of social problems, formulation of research hypotheses, and introduction to social science statistics. Prerequisite: One course in Political Science and sophomore standing.

PLSI 302 American Foreign Policy (5)
An analysis of the major schools and approaches in the study of U.S. Foreign policy. Particular attention is paid to historical, ideological, and economic influences on the decision-making process. Includes a survey and evaluation of the major developments in U.S. foreign policy from the Cold War to the current Post-Cold War system.

PLSI 303 Global Security Issues (5)
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. This course focuses on both international and domestic security problems. While traditional concepts of power and the use of force are covered, this course also looks at other elements impacting the global security environment. These include the increasing impact that international organizations, revolution(s) in military affairs, enduring interstate rivalries, economic globalization, terrorism, ethnic cleansing and genocide, and the perspectives of role competing political ideologies concerning have on issues related to global security.

PLSI 304 International Relations (5)
An examination of theories and logic behind nation-state strategies with regard to power, defense, stability, and economic development, among others. This course examines the theories that explain how states prioritize goals by analyzing state actions via individual, state, and international levels of analysis. **GE T3**

BEHS 307 Developing Political Systems (5)
(For course description, see listing under "Interdisciplinary Courses.")

PLSI 308 Government and Politics of China (5)
An examination of institutions, participants, and processes of government in China. This course examines the impact of ideology and leadership in the processes of modernization and liberalization in contemporary China. **GE T3**

PLSI 309 Government and Politics of Latin America (5)
A comparative analysis of selected nations in Latin America, with a primary focus on the Southern Cone region (especially Argentina, Brazil, and Chile) and Central America. Emphasis is on social and economic structures as determinants of contemporary politics and policy change in Latin American society. Challenges to development are also examined within the contemporary "neoliberal" policies currently practiced throughout the region.

BEHS 311 Small Group Dynamics (5)
(For course description, see listing under "Interdisciplinary Courses.")

PLSI 313 Electoral Behavior and Political Parties (5)
An examination of the organization and activities of political parties and electoral behavior in America combined with an analysis of the political, social, and psychological factors that promote and inhibit individual and group participation in electoral activity. Within the context of voting behavior, this course explores political parties in America and how they attempt to win popular control of government through the electoral process. Prerequisite: Upper division standing or consent of instructor.

PLSI 314 Judicial Power and the Constitution (5)
An examination of the judicial role in American constitutional adjudication, both historical and contemporary. Particular emphases on federalism, separation of powers, and other topics on the exercise and extent of national power. Prerequisite: One course in Political Science or consent of instructor.

PLSI 315 Civil Rights and Civil Liberties (5)
An examination of the principles, reasoning, and politics of private and individual rights in American constitutional adjudication. Emphasis on Equal Protection, Criminal Justice Due Process, Freedom of Expression, and Right to Privacy. Prerequisite: One course in Political Science or consent of instructor.

PLSI 316 Congress (5)
An examination of Congressional decision making and the factors that shape legislative processes. Students will analyze the history of the institution, the electoral process that leads to service in the national legislature, and the rules and norms that govern its internal processes. Prerequisite: One course in Political Science or consent of instructor.

PLSI 317 The Presidency (5)
An examination of the constitutional design and practical operation of the American Presidency. The course includes investigations into the nature of executive leadership, the constitutional and administrative powers of the president, legislative-executive relations, and role of public opinion, and the role of personality as expressed in presidential character.

PLSI 319 California Politics and Public Policy (5)
An examination of the issues, institutions, and processes that affect public policy in California. Topics include the constitution, the history and political culture, and the impact of policies regarding such matters as taxes, energy, education, criminal justice, immigration, and home rule for local governments.

PLSI 320 Social Groups and Political Power in America (5)
An examination of the ways in which non-governmental groups influence the formation, direction, execution and change in public policy in America. Emphasis is on factors that contribute to such influences. Students can expect to pursue a research project on a selected topic. Prerequisite: PLSI 300.

BEHS 321 Community Politics (5)
(For course description, see listing under "Interdisciplinary Courses.")

PLSI 323 Government and Politics of the Middle East (5)
An examination of contemporary conflicts and policies among nations in the Middle East. Emphasis is on religion, nationalism, political sovereignty, and economic modernization affecting regional relations. The role of the United States will also be discussed.

PLSI 324 Politics of Mexico (5)
An analysis of the historical and social roots of Mexican politics and contemporary policy issues in Mexico. Particular emphasis is given to U.S. Mexican relations, challenges of development and peasant economies, the history of one party rule in the 20th century, NAFTA, and the key issues surrounding "post-PRI" Mexico.

PLSI 328 Media, Propaganda, and Public Opinion (5)
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. **GE T3**

PLSI 329 Latino Politics (5)
An overview of Latino political experience in the U.S. with special attention to Mexican-Americans. Particular emphasis on cultural background, social history, politics, education, and the law. Other issues deal with political impacts of Latino family structure and Latinos' role in the economy. **GRE**

BEHS 330 Political Psychology (5)
(For course description, see listing under "Interdisciplinary Courses.")

BEHS 331 Political Sociology (5)
(For course description, see listing under "Interdisciplinary Courses.")

PLSI 332 Political Geography (5)
Lectures, analysis and field work on the relationships between physical and cultural geography and the power in nations, states, and communities. Case studies in both U.S. and other nations and GIS exercises. Satisfies the Geography requirement for Liberal Studies. Cross-listed as GEOG 332. **GE T3**

PLSI 333 Political Philosophy and Thought (5)
This course examines various theories of the nature of social and political life. Significant contributions to Western political philosophy, such as those of Plato, Hobbes, Locke, Mill, Marx, and Rawls, will be examined along with the concepts of rights, equality, justice, obligation, liberty and utility. Additional readings may contribute to analysis of the development of political institutions and civil society in the West and their effects on non-European nations and cultures. This course carries credit in either Philosophy or Political Science. Cross-listed as PHIL 333. **GE T2**

PLSI 334 Democratic Theory (5)
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.

PLSI 335 American Political Theory (5)
This course investigates the theoretical foundations, the functional processes, and contemporary theories of the American Regime. Students investigate the political and social institutions established under the U.S. Constitution, review important changes in the political and social institutions, and study changes in relations between government and citizens. Taken as a whole, the themes explored in this course lie at the intersection of politics, philosophy, history, and sociology, and should appeal to students wishing to pursue a career in teaching civics or social studies at the secondary school level.

PLSI 339 Women in Politics (5)
The course presents a general understanding of feminist concepts and gender cultural differences that affect American and International politics. For American politics, the emphasis is on how gender ideas affect public opinion, voting patterns, campaigning and women as leaders. The course applies a gender lens to basic questions of international relations, such as national security questions, economic development, and foreign policy. **GRE**

PLSI 340 Racial and Ethnic Politics in the United States (5)
Focus on political experiences of African Americans, American Indians, Asian Americans, and Latinos. This course examines the major theories explaining American politics in light of race and ethnicity. Particular emphasis on intra- and intergroup conflict and cooperation, and the nature and dynamics of American political values, discourse, leadership, organizations, institutions, and policies, when analyzed from the perspectives of four major racial and ethnic groups.

PLSI 349 Food Politics and Policy
Study of food politics at national and international levels. Case studies of food industry politics and trade conflicts in the United States, the European Union, México, Japan, and India, along with examination of the role of multi-national corporations, the World Trade Organization, and financial institutions. Consideration of cultural influences on food markets. Carries credit in either pre-law or international relations-comparative politics emphases in the major.

INST 369 Environmental Politics (5)
(For course description, see listing under "Interdisciplinary Courses.")

PLSI 370 Legal Reasoning (5)
Discussion and practice in the logic, analysis, data interpretation, and writing that characterizes Anglo-Saxon jurisprudence. Special topics taken from contemporary issues include torts and remedies, administrative authority, freedom of speech, death penalty, entertainment law, and antitrust policy.

PLSI 371 International Organizations (5)
The subject matter of this course is the network of international organizations redefining global politics. By the end of the 20th century, international organizations challenge the nation-state's political authority and power. Two types of international organizations are examined in this course: intergovernmental organizations (IGOs) and nongovernmental organizations (NGOs). This growth of transnational organizations reflects the processes of social, economic, and technological globalization that creates a complex network of participants in global politics.

PLSI 376 Politics of International Terrorism
This course will examine terrorism from both the historical and international perspectives. The historical and ideological roots and development of terrorism will be explored along with the different types of terrorism, such as state terrorism, state-sponsored terrorism, and rebel terrorism. Additionally, attention will be given to cases drawn from different regions of the globe, including Europe, the United States, Latin America, Africa, and the Middle East.

PLSI 377 Special Topics (15)
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 multinational corporations, terrorism and political subversion, etc. Course credits can also be applied for the Model United Nations experience. Prerequisite: Upper division standing, or permission of instructor. May be repeated for different course content.

PLSI 380 Political Inquiry II (5)
One of the alternatives for applications after PLSI 300, with emphasis on practice of social research, including inferential statistics, data management using SPSS, and other computer-based analytical techniques, and other skills important in political science careers. Prerequisite: PLSI 300.

BEHS 400 Data Processing in the Behavioral Sciences (5)

PLSI 404 Politics of International Commerce (5)
An examination of the international political economy focusing on the structures and patterns of trade and trade agreements. Particular emphasis is given to international banking, currency exchange, problems of international lending, debt management in developing countries and the former Soviet bloc, and multinational corporate approaches to economic development. Agreements and protocols of the post-WWII period and the World Trade Organization are emphasized throughout.

PLSI 411 U.S. Immigration Law and Policy (5)
This course explores how the laws enacted in the U.S. reflect the politics, demographics, economics, and security issues of immigration to the United States. Consideration and contrast of immigration laws and policy with refugee policies. Comparisons to immigration laws and policies in other developed nations.

PLSI 418 Politics and Culture (5)
Study of the relationship between culture and politics, with emphasis on how culture and subculture shape political processes and values and how regimes utilize popular culture to achieve their goals in domestic and foreign policy. Among the forms of popular culture in these analyses will be music, film, literature, and sports. Emphasis is on the U.S., but with attention also to other nations and culture. Prerequisite: Upper division standing.

PLSI 420 Religion and Politics (5)
This course explores the relationship between religion and politics. The purpose of this course is to understand the role of religious ideas, values, and beliefs in influencing politics within and between states. The course may examine diverse aspects beyond religion such as nationalism, colonialism-orientalism, human rights and cultural globalization.

BEHS 471 Colonialism and Culture Change (5)

PLSI 477 Selected Topics in Political Science (1-5)
Current concerns challenging the discipline's theories and methods. Topics include governmental regulation of innovation in medical treatment, ethics in the intelligence community, the impact of development on ideology, politics and mass media, etc. Offered periodically to respond to student and faculty interests. Prerequisite: Upper division standing. May be repeated for different course content.

PLSI 480 Directed Research Seminar in Political Science (5)
Student conducts and writes up an individual study under faculty supervision. Prerequisite: PLSI 300 and consent of instructor.

PLSI 481 Directed Research in Political Science (1-5)
Student conducts and writes up a research project under faculty supervision. Prerequisite: PLSI 300 and consent of instructor.

PLSI 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 postgraduate students. Interested students should contact the department office.

PLSI 490 Senior Seminar (6)
This course reflects on the nature of the discipline of Political Science. Synthesis and integration of coursework is the focus of this course. The seminar format facilitates discussions of theories, and research questions including those that cross boundaries between the disciplines. Analysis and policy essays. The student will also submit a portfolio that is not graded, but used in assessment for the program and the individual graduate's career planning.

PLSI 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.

PLSI 497 Cooperative Education (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. See statement on credit under PLSI 496, above.)

PLSI 499 Individual Study (1-5)
Consent of department.

Graduate Courses

BEHS 500 Quantitative Methods in the Behavioral Sciences (5)
(For course description, see listing under "Interdisciplinary Courses.")

BEHS 501 Philosophy and Methodology of the Behavioral Sciences (5)
(For course description, see listing under "Interdisciplinary Courses.")

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

PLSI 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.

Lower Division

PSYC 100 Explorations in Psychology (5)
While exploring the person as a conscious, behaving, social organism, students examine the theories, evidence, and scientific methods of psychology and the implications of the science of psychology for understanding the individual within society. Prerequisite: ENGL 99 or permission of instructor. **GE D4**

PSYC 200 Introduction to Statistical Methods in Psychological Research (5)
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: MATH 85 or three years of college preparatory Math and satisfaction of ELM requirement. (Credit cannot be earned for both PSYC 200 and MATH 140.) **GE B4**

PSYC 203 Biological Psychology (5)
Examination of theory and research emphasizing the biological basis of human emotions, motivation, learning, memory, and perception, including some coverage of disorders. Lecture/discussion. Prerequisite: One course in Psychology or permission of instructor.

PSYC 210 Child Psychology (5)
Examination of theory and research 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.

PSYC 250 Understanding Psychological Research I (5)
Asking and answering questions scientifically; critical thinking about research conclusions; data collection, univariate designs and statistical analysis, presentation of data, overview of research ethics. Prerequisites: PSYC 100, 200 or equivalent. Note: A grade of C or better in this class is required to enroll in PSYC 300B.

PSYC 277 Special Topics (1-5)
Examination of selected topics in contemporary psychology. Opportunity to work closely with a faculty member in a seminar early in the student's career. May be repeated for different course content. Prerequisites will vary depending on course content.

PSYC 280 Seminar in Psychological Research (1)
Presentations of faculty/student research in the Department of Psychology and related areas. Questions will be encouraged from students in an informal atmosphere. Prior knowledge of the material is not necessary, but an understanding of research methodology would be useful. May be repeated for different course content. Offered on a credit, no-credit basis only.

PSYC 281 Directed Research Participation in Psychology (1-5)
Student participates in a scientific investigation under faculty supervision. Student may assist in planning the project, conducting the literature review, obtaining IRB approval, collecting and analyzing data, and preparing the final report. Research participation may be as a junior member of an ongoing research team or research project. May be repeated for credit. Offered on a credit, no-credit basis only. Prerequisite: Consent of faculty sponsor and approval by Chair of the Department of Psychology. [By Petition]

PSYC 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. [By Petition]

PSYC 290 Psychology as a Profession (1)
Introduction to the profession of psychology, including careers related to psychology. Exposure to skills important for success in the Psychology major. Intended for majors.

PSYC 291 Interpersonal and Group Process Skills (2)
Readings and practice in skills for effective functioning in interpersonal and group settings, including active listening, interviewing, group interaction, and decision-making. Note: A grade of C or better in this class is required to enroll in the Applied Experience Courses and PSYC 395. Intended for majors.

PSYC 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. [By Petition]

Upper Division

PSYC 300B Understanding Psychological Research II (5)
Understanding research articles and reaching conclusions across research articles; comparing/contrasting research methodologies; critical thinking about evidence and explanation; formulating and conducting empirical research; multivariate designs and statistical analysis; training in protection of human and animal subjects. Prerequisite: Grade of C or better in PSYC 250.

PSYC 301 Principles of Learning (5)
Examination of theory and research emphasizing behavioral principles. Lecture/discussion. Prerequisite: One course in Psychology or permission of instructor.

PSYC 301L Principles of Learning Laboratory (5)
Laboratory in Principles of Learning. Prerequisites: PSYC 300B and 301 (or concurrent enrollment in PSYC 301). Note: PSYC 301L may involve the use of live animals or animal tissue.

PSYC 302 Sensation and Perception (5)
Examination of theory and research concerning 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. Prerequisite: One course in Psychology or permission of instructor.

PSYC 302L Sensation and Perception Laboratory (5)
Laboratory in sensation and perception. Prerequisites: PSYC 300B and 302 (or concurrent enrollment in PSYC 302). Note: PSYC 302L may involve the use of live animals or animal tissue.

PSYC 303L Biological Psychology Laboratory (5)
Laboratory in Biological Psychology. Prerequisites: PSYC 300B and PSYC 203 or 303(or concurrent enrollment in PSYC 203). Note: PSYC 303L may involve the use of live animals or animal tissue.

PSYC 304 Cognitive Psychology (5)
Examination of theory and research concerning memory, language, reasoning, problem solving, and higher mental processes. Normal cognition, cognitive disorders, biological bases of cognition, cognitive development, and artificial intelligence. Lecture/discussion. Prerequisite: One course in Psychology or permission of instructor.

PSYC 304L Cognitive Psychology Laboratory (5)
Laboratory in Cognitive Psychology. Prerequisites: PSYC 300B and 304 (or concurrent enrollment in PSYC 304).

PSYC 310L Child Psychology Laboratory (5)
Laboratory in Child Psychology. Prerequisites: PSYC 300B and PSYC 210 or 310 (or concurrent enrollment in PSYC 210).

BEHS 311 Small Group Dynamics (5)
(For course description, see listing under "Interdisciplinary Courses.")

PSYC 312 Social Psychology (5)
Examination of theory and research concerning 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 attitude change, social perception, attraction and love, aggression and violence, and group dynamics. Lecture/discussion. Prerequisite: Completion of General Education Areas A, B4, and D. **GE T3**

PSYC 312L Social Psychology Laboratory (5)
Laboratory in Social Psychology. Prerequisites: PSYC 300B and 312 (or concurrent enrollment in PSYC 312).

PSYC 315 Abnormal Psychology (5)
Examination of theory and research concerning abnormal behavior, from psychiatry, psychology, sociology, and other disciplines. Implications for treatment and prevention. Lectures/discussion. Prerequisite: One course in Psychology or permission of instructor.

PSYC 315L Abnormal Psychology Laboratory (5)
Laboratory in Abnormal Psychology. Prerequisites: PSYC 300B and 315 (or concurrent enrollment in PSYC 315).

PSYC 316 Personality (5)
Examination of theory and research concerning approaches for understanding the person. Development of structures and dynamics in relation to adult functioning, psychopathology, and behavior change. Lecture/discussion. Prerequisite: One course in Psychology or permission of instructor.

PSYC 316L Personality Psychology Laboratory (5)
Laboratory in Personality Psychology. Prerequisites: PSYC 300B and 316 (or concurrent enrollment in PSYC 316).

PSYC 320 Adult-Child Relationships (5)
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 adult's 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: PSYC 210 or 310.

PSYC 321 Introduction to Clinical Skills (5)
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.

PSYC 322 Adolescent Psychology and Development (5)
Examination of theory and research in the study of the psychological development of the individual during the second decade of life. Physical, cognitive, social, and moral development within the contexts of family, culture, peers, school, and work. Prerequisites: PSYC 100 or permission of instructor; PSYC 210 or 310 recommended.

PSYC 323 Family Psychology and Development (5)
Examination of theory and research in the study of the psychological development of families from family formation to family member death. Includes mate selection and marriage; parent-child relationships; family violence; divorce and its effects on family members; interface of work and family. Prerequisites: PSYC 100 or permission of instructor; PSYC 210 or 310 recommended.

PSYC 325 Theories of Psychotherapy and Behavior Change (5)
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.

BEHS 330 Political Psychology (5)
(For course description, see listing under "Interdisciplinary Courses.")

PSYC 332 Environmental Psychology (5)
Given the increasing evidence that human behavior is harming the earth at an accelerating rate, humans must shift to living sustainably. Environmental psychology's theories and research reveal reasons for environmentally-destructive choices and ways in which psychology can be used to help people make needed changes. Humans' interdependence with nature, quality of life and the meaning of progress, upstream versus downstream solutions, hidden versus real costs and other issues will be considered at global and personal levels. Assignments may include applied activities such as a personal change project or service learning. Prerequisite: Completion of General Education Areas A, B4, and D. **GE T3**

PSYC 340 Psychology of Diversity (5)
An overview of theories and research on human diversity with a focus on populations of California and the United States. Diversity will be defined in a broad sense to cover culture, ethnicity, race, religion, gender, age, sexual orientation, and physical challenges such as deafness. Lecture/discussion and student project. **GRE**

PSYC 341 Psychological Aspects of Human Sexuality (5)
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.

PSYC 342 The Psychology of Sexual Orientation (5)
The purpose of this course is to incorporate information from a variety of different fields (e.g., history, sociology, biology) to address psychological issues relevant to sexual orientation. In this course, students will critically examine attitudes, assumptions, and research regarding straight, lesbian, gay, bisexual, and transgendered people. Topics will include the development of gender and sexual orientation, historical views of sexual orientation, differences between individuals with different orientations, progression and change in orientation throughout the lifespan, social/legal policies regarding sexual orientation, and stereotypes and discrimination of individuals with particular orientations. Prerequisite: One course in Psychology or permission of instructor. **GRE**

INST 348 People, Ethics, and Other Animals (3)
Examination of peoples' attitudes toward and interactions with members of other animal species. The emphasis is upon ethics systems and current controversies in relationships with other animals. Up to 5 units in the Human-Animal Studies series can carry credit in Psychology.

INST 349 People and Animal Companions (3)
The psychology of peoples' relationships with animal companions (pets). Topics include motivations for pet-keeping, personality research, attachment, companion animals and human development, and ethical issues in relationships with animal companions. Up to 5 units in the Human-Animal Studies series can carry credit in Psychology. (Offered on-line only)

INST 350 Animal-Assisted Therapy (3)
An examination and critical analysis of Animal-Assisted Therapy. Coverage of issues involved in defining and explaining AAT, and controversies about its outcomes. Historical trends in the development of AAT, including current professionalization of AAT. Up to 5 units in the Human-Animal Studies series can carry credit in Psychology. (Offered on-line only)

INST 351 Applied Experience in Human-Animal Studies (1)
Volunteer experience in a community setting relevant to human-animal studies. Only one unit may be earned per term, and no more than 3 units may be applied toward the baccalaureate degree. Prerequisites: INST 348 and 3 additional units in the Human-Animal Studies course series. Offered on a credit-no credit basis only.

PSYC 358 Psychopharmacology: A Brief Review (2)
An introduction to psychopharmacology appropriate for students with little background in chemistry or biology. Topics will include classification of drugs, mechanisms of drug action, questions of tolerance/dependence/safety/efficacy, and a survey of commonly used therapeutic and abused drugs.

INST 363 Personhood: Contemporary Policies and Practices (5)
(For course description, see listing under "Interdisciplinary Courses.") **GE T3**

PSYC 377 Special Topics (1-5)
An intensive examination of contemporary psychological issues. Lecture/discussion. May be repeated for different course content. Prerequisites will vary depending on course content.

BEHS 382 The Aged (5)
(For course description, see listing under "Interdisciplinary Courses.")

PSYC 395 Seminar in Applications of Psychology (1)
Online discussion of problems and insights concerning the application of psychology; discussions applying classroom learning to experiences in Applied Experience course. Requires a minimum CSUB GPA of 2.0 and concurrent enrollment in PSYC 481, 496, 497, or 498. Offered on a credit/no credit basis only. Prerequisites: A grade of C or better in PSYC 291 and approval by the Applied Experience Coordinator of the Department of Psychology.

BEHS 401 Evaluation Research (5)
(For course description, see listing under "Interdisciplinary Courses.")

PSYC 403 Health Psychology (5)
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.

PSYC 404 Human Neuropsychology (5)
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: PSYC 303.

PSYC 411 Cognitive and Perceptual Development (5)
Intensive exploration of the development of perception, memory, logical reasoning, and problem solving, from infancy through adolescence. Prerequisite: PSYC 100 or permission of instructor.

PSYC 412 Personality and Social Development (5)
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, pro-social and aggressive behaviors, and characteristics such as achievement, dependency, obedience, conformity, and creativity. May include psychodynamic, psychosocial, behavioral, cognitive, and biological perspectives. Prerequisite: PSYC 100 or permission of instructor.

PSYC 413 Language Development (5)
Examination of the child's acquisition, development and use of language, including production and comprehension. Prerequisite: PSYC 100 or permission of instructor.

PSYC 415 Developmental Psychopathology (5)
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: PSYC 210, 310, or 315 or permission of instructor.

PSYC 418 Mental Health and Aging (5)
This course draws upon multidisciplinary information regarding psychological well-being in later life. Topics include definitions of mental health and psychosocial well-being among the elderly, emotional and behavioral challenges in the later life-span, family relations, health and economic considerations, and diagnostic and intervention principles. Recommended: PSYC 315 and BEHS 382. Prerequisite: PSYC 100.

PSYC 421 Psychology of Women (5)
Theory and research on the development of sex roles and sex differences, with an emphasis on the roles of women. Students of all sexes are welcome to participate. Prerequisite: One course in Psychology or permission of instructor. **GRE**

PSYC 429 Psychological Tests and Measurement (5)
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: PSYC 200 (or equivalent).

PSYC 432 Industrial and Organizational Psychology (5)
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 MGMT 300, or permission of instructor.

PSYC 435 Brain and Consciousness (5)
Consciousness is explored in light of current neuroscience research. Phenomena such as dreaming, altered states, unconscious brain processing, dissociation, hallucination, voluntary actions, false memory, mind/brain disorders, and the possibility of mind in machines and non-human animals are considered, including their cultural context. Prerequisites: One course in Psychology, one course in Biology or Psychobiology, and Completion of General Education Areas A, B4, and D. **GE T3**

PSYC 442 Psychology of Intergroup Relations (5)
An in-depth analysis of theories and principles about intergroup relations, with special attention given to the social psychology of minorities. Topics include a historical perspective and comparative review of research and theory in intergroup relations; current theory and research on social identity, stereotypes, attitudes; and applications of the literature to contemporary societal problems. **GRE**

PSYC 460 Community Psychology (5)
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 socioeconomic 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: One course in Psychology or permission of instructor.

PSYC 477 Special Topics in Psychology (1-5)
Offered periodically as announced. Examples of courses include: Evolution Psychology, Mating Behavior, etc. May be repeated for different course content. Prerequisites will vary depending on course content.

PSYC 480 Directed Research Seminar in Psychology (5)
Elaboration of principles of research design. Student conducts and writes up an individual or group study under faculty supervision. Prerequisites: PSYC 300B and consent of instructor.

PSYC 481 Directed Research in Psychology (1-5)
Student participates in scientific investigation under faculty supervision. Student may be involved in planning a project, conducting a literature review, obtaining IRB approval, collecting and analyzing data, and preparing a final research report. Strongly suggested for majors considering graduate study in Psychology. May be repeated for credit, up to a maximum of 15 units. Requires a minimum CSUB GPA of 2.0 and concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first Applied Experience course (see listing accompanying PSYC 395). Offered on a credit/no credit basis only. Prerequisites: A grade of C or better in PSYC 291; completion of PSYC 300B; consent of instructor who will serve as sponsor; and approval by the Applied Experience Coordinator of the Department of Psychology. Students seeking to register for this course should obtain the correct form from the Applied Experience Coordinator or from the Psychology Department Office.

PSYC 488 Teaching of Psychology (2)
An exploration of strategies and ethical issues associated with teaching psychology. This course is appropriate for students planning to serve as teaching assistants in the Department of Psychology or who are planning a teaching career in higher education. Prerequisite: Completion of at least 20 upper division units of Psychology coursework or permission of instructor.

PSYC 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.

PSYC 490 Senior Seminar (5)
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, PSYC 300B, three other upper division Psychology courses.

PSYC 491 Senior Thesis (5)
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, PSYC 300B, 481, three other upper division Psychology courses, consent of faculty sponsor, and approval by the Chair of Department of Psychology. [By Petition]

PSYC 496 Internship in Applied Psychology (1-5)
Supervised field experiences in community settings. Academic and placement requirements (such as hours, meetings, reading, papers, etc.) are arranged in consultation with the placement supervisor and the Applied Experience Coordinator of the Department of Psychology. Placements are coordinated through the Center for Community Engagement and Career Education. May be repeated for credit, up to a maximum of 15 units. Requires a minimum CSUB GPA of 2.0 and concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first Applied Experience course (see listing accompanying PSYC 395). Offered on a credit/no credit basis only. Prerequisites: A grade of C or better in PSYC 291 and approval by the Applied Experience Coordinator of the Department of Psychology.

PSYC 497 Cooperative Education (1-5)
Sponsored learning in a work setting, integrated with academic learning. The field experience is contracted by the Center for Community Engagement and Career Education on an individual basis, and is subject to approval by the department. May be repeated for credit, up to a maximum of 15 units. Requires a minimum CSUB GPA of 2.0 and concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first Applied Experience course (see listing accompanying PSYC 395). Offered on a credit/no credit basis only. Prerequisites: A grade of C or better in PSYC 291 and approval by the Applied Experience Coordinator of the Department of Psychology.

PSYC 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. Requires a minimum CSUB GPA of 2.0 and concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first Applied Experience course (see listing accompanying PSYC 395). May be repeated for credit, up to a maximum of 15 units. Offered on a credit/no credit basis only. Prerequisites: A grade of C or better in PSYC 291; consent of instructor who will serve as sponsor; and approval by the Applied Experience Coordinator of the Department of Psychology. Students seeking to register for this course should obtain the correct form from the Applied Experience Coordinator or from the Psychology Department Office.

PSYC 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. [By Petition]

Lower Division

PPA 275 American Government and Public Administration (5)
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. **GE D3, USCA/USCN**

Upper Division

PPA 300 Public Management and Leadership (5)
Introduces basic principles of responsible leadership, effective management, organizational change in public, nonprofit and health care management settings. Includes social science issues in: authority, motivation, organization behavior and leadership styles. **GE T3**

PPA 320 Information and Data Management in Public Administration (5)
This course explores how information technology and data management techniques are being used in public organizations to manage organizational processes, plan community action and evaluate service. The problems and promise of IT are examined and the student learns basic skills in information and data management. Case studies and IT professionals are used to enhance learning.

PPA 325 Introduction to Administrative Law and Bureaucracy (5)
This course introduces the student to the concepts and processes of administrative law and governmental regulation. It reviews the evolution of administrative authority, rule-making, enforcement, adjudication, and judicial review.

PPA 340 Policy Networks (5)
This course offers an overview of the policy-making process and policy networks at the national, state, and local levels. This process can be divided (somewhat arbitrarily) into several stages: agenda setting, policy formulations, policy adoption, budgeting, policy implementation, and policy evaluation. The course covers the relevant literature on each stage of the process. The course will also examine several important policy areas including economic policy, energy and environmental policy, crime and criminal justice, welfare policy, health policy, education policy, legal and social equality, immigration policy, and life-style policy. **GE T3**

PPA 350 Nonprofit Organizations in America (5)
The nonprofit sector is an important feature in American society, a force in our economy and a distinctive feature in the American democracy. This course introduces the student to the nature, scope, values and unique features of nonprofit and social service organizations. The concepts of philanthropy, charity, and welfare are explored and the student establishes a relationship with a local nonprofit.

PPA 401 Analytical Methods in Administration (5)
This 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 non-experimental research designs; measurement; data gathering techniques and sources, including survey research; and the evaluation and communication of research findings. Serves as undergraduate PPA statistics requirement and MPA and MSA-HCM foundation course. Students should have familiarity with interval level statistics.

PPA 419 Aging Services Administration (5)
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 425 The U.S. Health Care System: Then and Now (5)
This course explores the development of the US health care system—social, cultural, economic, and political—to identify the values of this unique system of financing and delivering health care services. Comparisons are made between the past and present, the systems of other nations with that of the US, medical and social theories of different systems, and importantly the present and future of US health care. Students interested in careers in health and health care are encouraged to develop a frame of reference about health care that is provided through this introductory course. The course is delivered as either a hybrid or completely online course.

PPA 426 Marketing in Health and Human Services (5)
This course focuses on aligning health and human services offerings with the demands of markets, in order to maximize customer / client value and organizational competitive advantage. Course components include: the nature of marketing function; differences in services and product markets and marketing; market analysis; fundamentals of individual and organizational buying behavior; elements of the tactical marketing mix; and marketing strategies.

PPA 430 Parks, Public Lands, and the Environment (5)
This seminar provides a survey of major parks, forest, public land issues, and institutions at the local, state, and national levels. Key topics include law enforcement and order maintenance, regulatory enforcement, safety and security concerns, visitors and ranger diversity, and ecological/ environmental policies for parks, forests, and other public lands and recreational areas.

PPA 450 Contract Management (5)
This course examines principles, practices, and issues of contract management activities within government, nonprofit, and commercial/business organizations. A comprehensive evaluation of the process addresses the fundamentals of managing the entire contract life cycle of small to large transactions in a management systems approach. Participants develop practical competencies in using different planning, development, implementation, monitoring, and close-out templates and guidelines, as well as techniques relating to critical thinking, problem solving, and decision making. Federal Acquisition Regulations' principles are integrated into the transaction process to address an extended range of contracting complexities associated with expanded expectations, such as delivery of advanced technology systems or logistical issues involving intricate delivery schedules.

PPA 465 The Art and Science of Supervision (5)
The purpose of this course is to develop or enhance skills for effective supervision at all levels in a variety of settings. Two primary areas of supervision will be addressed: work environments (organizational structures, culture, climates, norms and values) and leadership skills (motivation, communication and human relations). Supplemental areas of study will include the processes of change, issues in training and development, ethics in the decision making process, and forms of supervision including coaching and mentoring. The course will also explore the theoretical, philosophical, and historical foundations of supervision.

PPA 470 Economics of the Public Sector (5)
Economic theories relating to market efficiency and failure, public expenditure, taxation, and political and bureaucratic behavior. Examination of programs and policies in areas such as health care, technology, social insurance, welfare and income redistribution, child care and education, and transportation. Examination of the tax system, fiscal federalism, and state and local government revenue and expenditure patterns. Online information resources are used to locate and assess policy analyses and analyze expenditures and revenues for all levels of government. Prerequisite: ECON 201 or 202. Cross-listed with ECON 470.

PPA 471 Administration in the Justice System (5)
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 (5)
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 Introduction to Emergency Management (5)
This course will examine the issues surrounding emergency management since September 11, 2001. We will pay particular attention to the four phases of emergency management (mitigation, preparedness, response, and recovery), the organization of emergency management, and the politics of emergency management.

PPA 476 Public Human Resource Administration (5)
This course explores several of the major issues and ideas of public personnel administration: selection, promotion, pay, and discipline of public administrators; the merit system; civil service boards; collective bargaining in the public sector; and ethical problems of modern public administrators. Includes discussion of nonprofit agency personnel administration.

PPA 477 Selected Topics in Public Policy and Administration (1-5)
In-depth studies 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 seminar basis.

PPA 478 Budgeting in Public Organizations (5)
This course will introduce the student to the major concepts of public budgeting and finance in the United States. Budgeting at all levels of government will be covered. Key topics of study include: expenditure estimation, revenue forecasting, capital budgeting, budget reform and financial management. The role of the budget in the policy process will also be emphasized.

PPA 479 Urban Planning and Public Policy (2.5-5)
This course introduces the student to the philosophy, theory, and practice of urban planning. In particular, the course material examines the development of cities and urban regions and the structure and functions of contemporary cities. Students will conduct a critical review of alternative theories, recent trends, and new directions in American planning concepts and institutions. In addition, the course will feature an 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 programs implementation. The course may be offered for either 2.5 credits in five weeks or 5 credits in 10 weeks. The 10-week course will provide a more in-depth coverage of the topic. Matched with PPA 524 State, Local, and Intergovernmental Management if taught for 2.5 credits in five weeks.

PPA 489 Prior Experiential Learning (1-20)
This course is designed to provide a mechanism by which new or continuing students may receive academic credit for prior experiential learning through a portfolio review process. Students may earn up to 20 credits through this mechanism. To be eligible for academic credit, a student's prior experiential learning must meet the following criteria: (1) the learning must have subject matter knowledge or base; (2) the learning must have general applicability outside the specific situation in which it was acquired; (3) the learning must be equivalent to college level work in terms of quality; (4) the students must be able to demonstrate that they know the relationship between what they have learned and other related subject fields and their own goals; and (5) the learning must be verifiable; i.e., the students must be able to demonstrate that they possess the learning which they have claimed. The Undergraduate Program Advisor in the Department of Public Policy and Administration will make decisions regarding the awarding of credit. Prerequisites: General Studies Portfolio Development course or PPA 499 focused on portfolio development.

PPA 490 Senior Seminar in Public Administration (5)
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 policymaking process; (4) political and economic bases of public policy and administration. Prerequisites: PPA 275, 300, 476 (OR MGMT 310), and PPA 478. PPA 490 is normally taken in the last quarter before graduation.

PPA 491 Survey of Public Administration (5)
This graduate seminar introduces and examines a variety of environmental forces, including social/sociological, micro/ macro economics, political, constitutional/ legal, 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, and provides a foundation for further graduate study of public administration. May be taken as a senior elective with department approval.

PPA 492 Program Evaluation (5)
(Application of skills acquired in PPA 401). This course deals with the application of research methods to the evaluation of social service programs, particularly in health and human service agencies. This form of research provides knowledge of and about services, identifies the intended and unintended consequences of service interventions, and contributes information for policy decisions. Furthermore, program evaluation is an action based form of research and, therefore, this course is designed as an action based learning experience. Prerequisite: PPA 401.

PPA 493 The Public Policy-Making Process (5)
This course examines the public policy-making process at the federal, state, and local levels. Students will explore problem definition, agenda setting, policy formulation, policy legitimation, policy implementation, and policy evaluation. Students will explore the development of public policy by tracing individual social, economic, and health care policies through the stages of the process. **GWAR**

PPA 494 Contemporary Issues in Health Care Management (5)
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 department approval.

PPA 496 Internship in Public Administration (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 reading, 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. Offered on a credit, no-credit basis only.

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 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. Offered on a credit, no-credit basis only.

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: To count for graduate elective credit and maintain graduate course standards, 400-level courses must be augmented with additional work.

Graduate Courses

PPA 505 Managed Health Care (5)
As a result of political and social forces, the American health care delivery system has undergone fundamental change—the caregivers, care, institutions and relationships between and among system components are being transformed. Central to understanding this change process is the concept of "managed care." This course explores the history, current impact and implications for the future of managed care from the management and patient perspectives. The experiences of students in their local communities will be used to explore the processes of contracting, the revenue streams, authorization systems, utilization and risk management, quality improvement and other issues pertinent to administration in a managed care environment. Managed care has also had a profound effect on health policy, especially in regard to the Medicare, Medicaid, and other governmental programs. Course participants will have the opportunity to explore and discuss the dilemmas specific to a managed care environment in general and Kern County in particular. In conclusion the focus shifts to the roots of "managed care" —the systems of other nations.

PPA 510 Economic Issues in Health and Health Care (5)
Study of health issues using the economic perspective. Topics include lifestyle choices and health outcomes, technology and demand, health insurance, labor markets in the health professions, role of government in health care markets, role of nonprofits, international comparisons of health care systems, and reform proposals. Cross-listed with ECON 510.

PPA 519 Management in Non-Profit Organizations (5)
This elective seminar will provide students with the managerial and supervisory techniques need to administer, develop and market volunteer, nonprofit, and community- based organizations that provide health and human services at the local level.

PPA 520 Fundamentals of Grant Writing (5)
This elective seminar is designed to provide individuals with the practical skills to be a successful grant writer. Topics to be covered include: how to write successful grant proposals; gather information about potential sources (federal, state, local or foundations); evaluate your chances for success, and make agency contacts. Also, how to evaluate and develop alternative funding beyond grants, to include planned giving and fund-raising strategies.

PPA 524 State, Local and Intergovernmental Management (5)
This seminar emphasizes state, local, and intergovernmental administration in the context of: (a) the Federal intergovernmental system; (b) the Constitutional/legal system; (c) the political and social environments; and, (d) the nonprofit sector. The course may be offered for either 2.5 credits in five weeks or 5 credits in 10 weeks. The 10-week course will provide a more in-depth coverage of the topic. Matched with PPA 479 Urban Planning if taught for 2.5 credits in five weeks.

PPA 525 Administrative Law (5)
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, rule making, 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 (5)
This elective seminar surveys the theory and practice of effective management in multicultural contexts. The increased presence of ethnic minorities and women within the structures of service organizations combined with increased services to multicultural communities and clients have provided challenges and opportunities to management and supervisors to reassess traditional supervisorial practices. Students will explore those facets of organizational culture, which are in this process of change.

PPA 536 Quality Initiatives in Health and Human Services (5)
Quality improvement activities are now essential to the financing and management of health and human service organizations. Third party payers, accrediting agencies, reviewers and regulators at all levels require health and human service organizations to set goals and measure outcomes and processes of care. Additionally organizations may use quality standards to market services to service recipients that are increasingly aware of the risks and benefits involved in human service activities. This course introduces the student to major quality initiatives and the specific processes of work flow management, statistical process control, patient management, clinical practice guidelines, analytic techniques and research strategies applicable to the quality improvement process.

PPA 540 Leadership (5)
This course focuses on the concept of leadership. Leadership is a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task. This course looks at leadership both theoretically and practically. Topics include trait and behavior theory, contingency theory, and transactional leadership, transformational leadership, catalytic or shared leadership, leadership and change, and decision-making.

PPA 550 Contract Management (5)
This course examines principles, practices, and issues of contract management activities within government, nonprofit, and commercial/business organizations. A comprehensive evaluation of the process addresses the fundamentals of managing the entire contract life cycle of small to large transactions in a management systems approach. Participants develop practical competencies in using different planning, development, implementation, monitoring, and close-out templates and guidelines, as well as techniques relating to critical thinking, problem solving, and decision making. Federal Acquisition Regulations' principles are integrated into the transaction process to address an extended range of contracting complexities associated with expanded expectations, such as delivery of advanced technology systems or logistical issues involving intricate delivery schedules.

PPA 571 Seminar in the Administration of Justice (5)
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 573 Emergency Management and Homeland Security (5)
The focus of this elective seminar is on the broad field of emergency management and its interface with homeland security. The course surveys public and private sector responses to emergencies, disasters, and terrorism. The intergovernmental nature of both emergency management and homeland security is discussed. Particular attention will be paid to mitigation, preparedness, response, and recovery; the organizational and politics of emergency management and homeland security; and the provision of homeland security in an uncertain world. The course will conclude with an emergency management/homeland security simulation.

PPA 577 Selected Topics in Public Policy and Administration (1-5)
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 599 Individual Graduate Study (1-5)
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: the following courses require Classified standing.

PPA 610 Public Human Resources Administration (5)
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 Finance and Budgeting (5)
This graduate seminar provides a survey of current public policies, principles, and issues in public and healthcare finance and budgeting. Topics may include: economic functions and goals of public and healthcare entities; public and healthcare fiscal policies; revenues and taxation; debt; public and healthcare budgeting trends; and financial methods related to the management of public and healthcare institutions.

PPA 671 Graduate Seminar of Public Policy and Administration (5)
This MPA graduate core seminar examines the major concepts and issues in public administration. The history and the development of the modern public service and the bureaucracy. The students will do an investigation of the role of the public sector in American society, law, economy, and current trends in the public sector. Key course areas are the national political institutions and processes, and professional standards and ethics are studied.

PPA 677 Selected Topics in Public Policy and Administration (1-5)
In-depth study of 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 (5)
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 400 for MPA & PPA 404 for MSA.

PPA 685 Strategic Management in Health and Human Service (5)
The management of health care and human service organizations has changed dramatically in the past few decades. Management of these competitive organizations now demands strategic thinking, planning and management. Preparation for this challenge begins with this course that requires students to draw on a foundation of traditional organization theories in management, organizational behavior, leadership and organization change. However, the focus of the course is building knowledge, skills and abilities in developing, implementing, and evaluating strategic processes and practices. The course is designed as a hybrid model; seat time is reduced and IT data gathering and group and individual case preparation time is increased. Each student will participate in a community service project as well.

PPA 689 Legal and Ethical Issues in Health Care (5)
This graduate seminar explores legal and ethical issues in health care policy and administration. Legal aspects such as constitutional issues, laws, administrative regulations and court interpretation, and professional responsibilities are examined. Exploration of ethical issues will include an examination of moral systems, identification of ethical principles and the introduction of analytical techniques to help in choosing alternative decisions and actions. The student is expected to develop expertise in oral and written argument.

PPA 691 Policy Analysis (5)
This integrating MPA and MSA-HCM capstone graduate seminar focuses on the policies in the public and health care sectors. Explores qualitative and quantitative policy models and policy analysis methodology. Selected contemporary policy areas such as energy, the environment, criminal justice, welfare, health care, and education are explored.

PPA 696 Internship (1-5)
An internship experience is required for all students that are considered pre-service (MPA Program) or have not had supervisory experience in a health care setting (MSA-HCM Program) or nonprofit organization. Requirements include at least 200 hours of supervised management level experience and leadership for and completion of an assigned project. Completion of the course follows a formal evaluation by the organization sponsor. This course is graded credit/no credit and does not satisfy the requirements of an elective.

PPA 698 Masters Paper (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 capstone course in both the MPA and MSA programs. It is strongly recommended that students do not enroll in other courses while taking this course. Prerequisite: PPA 536 or PPA 691.

PPA 699 Individual Graduate Study (1-5)
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.

Lower Division

RS 100 Religious Studies and the Quest for Meaning (5)
A comparative study of the variety of ways persons have experienced and interpreted religion. Topics may include: religious experience, God, faith, salvation and liberation, religious mythology and art, ritual, ethics, and the effect of religion on diverse societies in the modern world. **GE C5**

RS 110 Introduction to Western Religions (5)
This course examines the role that Judaism, Christianity, and Islam have played in shaping the values and worldviews of Western civilization. The interaction between religion and various aspects of culture such as art, literature, politics, and society may be included. **GE C5**

RS 111 Introduction to Asian Religions (5)
A comparative study of the origins and development of selected religious traditions such as Hinduism, Buddhism, Jainism, Sikhism, Daoism, Confucianism, and Shinto with a focus on worldview and values. The interaction between religion and various aspects of culture such as art, literature, politics, and society may be included. **GE C5**

RS 289 Experiential Prior Learning (variable units)
Evaluation and assessment of learning that 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 postgraduate students. Interested students should contact the department office. May not be counted toward major or minor requirements.

RS 290 Theories and Methods in the Study of Religion (5)
Drawing upon scholars working in the fields of psychology, sociology, anthropology, art, literature and the history and philosophy of religion, we will examine the contributions of these diverse fields to the interdisciplinary study of religion. How do these writers conceive of religion? How do they explain the persistence of religion throughout human history and across different cultures? How should today's student interpret and employ these different approaches to religious studies?

RS 296/396 Human Corps Community Service I (variable units)
This course provides students a volunteer community service experience working with nonprofit, governmental, educational or community-based service organizations. Offered on a credit, no-credit basis only.

Upper Division

RS 301 Hebrew Bible/Christian Old Testament (5)
A study of the Hebrew Bible in English translation with special attention given to the historical development of the religion and literature of ancient Israel. Literary forms examined include historical narrative, poetry, law, prophecy, apocalyptic, and the Hebrew wisdom tradition. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 302 New Testament (5)
The history, literature, and religion of early Christianity considered within the context of the Greco-Roman world. Texts include the gospels and epistles of the New Testament, and non-canonical writings. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 303 Qur'an (Koran) (5)
A study of the Qur'an (Koran) in English translation with special attention given to text and context: (1) the religious, historical, social, and political development of early Islam, and (2) historical-critical and literary study of the text. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 304 Greek 1 - Grammar (2)
Introduces students to the basics of New Testament Greek grammar, pronunciation, and reading. Prerequisites: ENGL 110 or their equivalents. Greek 1, 2, and 3 do not count toward Religious Studies degree requirements.

RS 305 Greek 2 - Grammar and Reading (2)
A continuation of Greek 1, the course provides a basic understanding of New Testament Greek grammar, vocabulary, and syntax with the purpose of allowing students to read the New Testament in its original language. Prerequisites: Satisfactory completion of Greek 1 or its equivalent. Greek 1, 2, and 3 do not count toward Religious Studies degree requirements.

RS 306 Greek 3 - Reading (2)
A continuation of Greek 2 with a primary focus on reading New Testament texts with instruction in applied grammar. Prerequisites: Satisfactory completion of Greek 1 and 2 or their equivalents. Greek 1, 2, and 3 do not count toward Religious Studies degree requirements.

RS 310 Judaism (5)
A study of the multiple histories, texts, and practices that shape and sustain Jewish civilization with particular attention to the classical rabbinic tradition and post-Enlightenment expressions of Jewish identity. Students will learn about central theological concepts, the cycle of Jewish holy days, and life cycle events. Visits to local congregations will be included. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 313 Christianity (5)
A study of the history and literature of the Christian religion from its beginnings as a Jewish sect in Judea to its transformation into a global tradition with Orthodox, Catholic, and Protestant branches. Some attention will be given to the development of sectarian and heretical movements. Visits to local congregations will be included. Prerequisites: Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

RS 316 Islam (5)
A study of the history, literature, religion, governments, and culture of Islamic civilization from its beginnings in the Arabian desert to its spread throughout Asia, Africa, and the Western world. Attention will be given to tensions between traditional Islamic culture and modern Western society. Visits to local congregations will be included. Prerequisites: Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

RS 320 India (5)
A study of India's culture, especially religious, mythical, and artistic expressions; the values and living patterns of citizens; the historical events leading up to independence from Great Britain; and the social, economic and spiritual effects of independence. Prerequisites: Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

RS 321 Introduction to Buddhism
A study of the historical and thematic expression of Buddhist beliefs and practices from the time of Siddhartha Gautama, the Buddha, to the present. Students will learn about diverse expressions of the Dharma; the ways Buddhism has adapted and developed in diverse cultural environments; and resources offered by Buddhism to western modernity. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 323 China and Japan (5)
A study of China and Japan with emphasis on religious, philosophical, and artistic expressions. Attitudes towards family, community, and state will be considered. Prerequisites: Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

RS 326 Native American Religion (5)
This course will study the rich and diverse religious life of Native Americans from the remote past to the present with primary focus on North American cultures. Issues relevant to gender, ritual practice, moral values, sacred stories and world views will be examined. Native and non-native sources will be studied. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor. **GRE**

RS 336 Religion in Modern America (5)
This course studies themes and controversies in religion in American culture since the 1950's. Students will focus upon the changing religious landscape of America as it relates to individual versus institutional religion; the civil rights movement; the peace movement of the Sixties; feminism and religion; issues of church and state; religion and politics, particularly the role of Fundamentalism in public life; religious pluralism; and religious terrorism and responses to 9/11. Prerequisites: Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

PHIL 342 Philosophy of Religion (5)
An examination of the following issues: the nature of religion and religious experience, various conceptions of God, evidence for the existence of God including the classical arguments, faith and its relationship to knowledge, the problem of evil, the meaning and the logical status of religious language, the possibility and nature of personal immortality. Carries credit in either Religious Studies or Philosophy. Prerequisites: Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

RS 345 Psychology of Religion (5)
This course is a survey of psychological perspectives on religious experience. Students will be introduced to theoretical, empirical, and existential approaches to the intersections of religion, spirituality, and psychology. Topics may include: development through the lifespan, conversion, meditation, health and well-being, and mysticism. Carries credit in either Psychology or Religious Studies. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 348/SOC 348 Sociology of Religion (5)
A study of the social dimensions of religion in comparative perspective. Topics may include: sociological theories of religion, including those of Durkheim and Weber; religion and social change; the social aspects of religious experience; and religious institutionalization with particular attention to the function of religion in contemporary secular societies. Carries credit in either RS or Sociology. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 349 Anthropology of Religion (5)
Theoretical study of religious ritual emphasizing comparative study from selected non-Western societies. Particular emphasis will be given to exploring the application of various theoretical approaches to the study of ritual and shamanism. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 353 Myth and Ritual (5)
An exploration of the nature, function, and types of myth and ritual in comparative religions. The course investigates topics such as myth and truth, literal vs. symbolic modes of comprehension and expression, rites of passage, and current developments in ritual studies. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 360 Women, Religion, and Sexuality (5)
In this course we will investigate the various ways major religious traditions, Western and Asian, represent and legislate women and sexuality in their literatures and institutions in diverse historical contexts. Using a range of methodologies, with particular emphasis on feminist critique, we will also examine the nature of women's participation and leadership in these traditions as well as religious choices made by "post" Jewish and Christian feminists. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor. **GRE**

RS 363/PHIL363 Philosophy, Religion and Literature (5)
This course examines philosophical and religious concepts discussed in novels, short stories, poetry, and dramatic literature that are intricately related to human nature. Such concepts include: self and self-realization, knowledge, morality, God, good and evil, afterlife, meaninglessness, friendship, love, and *eros*. A critical exploration of issues. Authors from various historical periods, cultures, and backgrounds will be included. This course carries credit in PHIL or RS. Prerequisites: Completion of General Education Areas A, B4, and C and upper division status. **GE T2**

RS 364 Religion and Film: Screening the Sacred
This course offers students the opportunity to study how religion is represented in the genre of film. Working at the intersection of cultural studies and religious studies, we will examine how films use, modify, or allude to religious themes and values. Students will explore techniques that filmmakers employ to shape viewers' responses to religious subjects and will examine the methods involved in the analysis of film as related to religion and questions of faith. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 370 Spirituality and Mysticism (5)
A study of spirituality and mysticism in comparative perspective. Topics include meditation and prayer; spiritual art and music; nature mysticism; and the relationship between spirituality and organized religion. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 371 Spiritual Autobiography (5)
This course introduces students to the lives of persons who attain spiritual insight that transforms self and world. Guiding concerns include self-representation in language and narrative; the role of gender in autobiographical writing; and the relationship between self-knowledge and knowledge of God/ultimate reality. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 377 Special Studies in Religion (1-5)
Topics to be offered will be announced prior to registration. May be repeated for different course content. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 378 The Holocaust and Its Impact (5)
A critical consideration of the moral and religious implications of Nazi Germany's destruction of European Jewry. The course examines religious, historical, and social forces, ideas and events leading up to the Holocaust; the role of the churches in Nazi Germany; and the moral and spiritual values and beliefs of individuals who acted as perpetrators, victims, bystanders, resistance fighters, and/or rescuers. The course considers the influence of the Holocaust on postwar thought and culture, particularly religious belief and political developments. Prerequisites: Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

RS 379 Religion, Conflict, and Peacemaking (5)
An investigation of the various ways religious ideas and traditions have motivated and expressed violence. Cases studied may include Gandhian non-violence in India; religion and racism in South Africa and the United States; anti-Semitism; religious violence against women; and religious terrorism. Of primary concern is to investigate the values and ideas available within religious thought and belief for resolving religious violence and creating peace. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 410 Religion, Ethics and Human Sexuality (5)
A study of the intersection of human sexuality and religious ethics. The course includes an introduction to tradition-based ethics in Judaism, Christianity and Islam and then focuses on how these traditions are engaged by contemporary feminist and womanist ethicists. Readings focus on questions about human sexuality, including gender roles and sexual orientation. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor. **GRE**

RS 465 The Meaning of Death (5)
A study of the meaning of death in the major religious traditions of the world. Topics may include the stages of grief, physician-assisted suicide and euthanasia, deathbed visions and the near-death experience, and problems of aging, and afterlife theories. Prerequisites: Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

RS 477 Special Studies in Religion (1-5)
Topics to be offered will be announced prior to registration. May be repeated for different course content. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 490 Senior Seminar (6)
Seniors in the major or minor will carry out extended research and write a final essay that serves as the culmination of their study for the degree. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 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. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS/PHIL 498 Directed Study in the Instruction of Philosophy/Religious Studies (1-5)
Theory and method in undergraduate instruction in Philosophy/Religious Studies. Weekly meetings with faculty sponsor and supervised experience which may include developing and administering examinations or paper assignments, proctoring self-paced instructional units, course development, evaluation of student papers, lectures, leading class discussion and discussion groups, and in-depth directed readings of relevant topics. The course is repeatable and will be offered on a credit, no-credit basis only. Prerequisites: Senior (or graduate) standing; a grade of B or better in PHIL/RS 290; and consent of the instructor. ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

RS 499 Individual Study (1-5)
Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of department chair. Prerequisites: ENGL 110 (with a minimum grade of 'C') or its equivalent, or consent of the instructor.

Graduate Courses

RS 577 Special Studies in Religion (1-5)
Topics to be offered will be announced. May be repeated for different course content. Requires graduate level standing.

RS 580 Advanced Research Participation (1-5)
Individual investigation under the supervision of an identified instructor. (Experience as a research or teaching assistant does not count for credit.) Prerequisite: 3.0 GPA and consent of department chair.

RS 599 Advanced Individual Study (1-5)
Special projects developed by the individual in consultation with an identified instructor. Prerequisite: 3.0 GPA and consent of department chair.

RS 677 Special Studies in Religion (1-5)
Topics to be offered will be announced. May be repeated for different course content. Requires graduate level standing.

The School of Natural Sciences, Mathematics, and Engineering offers several courses with the SCI prefix. The courses SCI 111, 112, 213, 214, 325A and 325B are designed to satisfy the science requirements for the subject matter preparation program leading to a multiple subject credential. The courses are open to majors in Liberal Studies and Child Adolescent and Family Studies and may not be used for science major or cognate requirements. Other courses are offered as options to satisfy the General Education Theme 1 requirement in Natural Sciences and Technology.

Lower Division

SCI 111 Introduction to Physics (4)
Introduction to various fundamental principles of physics. Topics to be covered include classical mechanics, thermodynamics, electricity and magnetism, waves, and basic astronomical concepts. Laboratory exercises will be assigned to complement lecture materials. Three hours lecture and three hours laboratory. Prerequisites: Satisfaction of the Entry Level Mathematics requirement; MATH 221 recommended. Open only to majors in Liberal Studies or Child, Adolescent and Family Studies.

SCI 112 Introduction to Chemistry (4)
An introduction to basic chemical principles. Topics include: the periodic table of the elements, forms of matter and energy, molecular structure, chemical and physical properties. Three hours lecture and three hours laboratory. Prerequisites: Satisfaction of the Entry Level Mathematics requirement; MATH 221 recommended. Open only to majors in Liberal Studies or Child, Adolescent and Family Studies.

SCI 213 Introduction to Biology (4)
Introduction to basic biological principles from the cellular to the ecosystem level. Topics include: properties of living systems; structure and function of cells, organs and organ systems; DNA; inheritance; reproduction; ecosystems. Three hours lecture and three hours laboratory. Prerequisites: SCI 111 and 112 or CHEM 150. Open only to majors in Liberal Studies or Child, Adolescent and Family Studies.

SCI 214 Introduction to Earth Science (4)
Introduction to the fundamentals of Earth Science, including the solid Earth, atmosphere and hydrosphere, and the Solar System. Interactions between Earth systems including rock cycle, weathering, the hydrologic cycle, and climate. Three hours lecture and three hours laboratory. Prerequisites: SCI 111 and (SCI 112 or CHEM 150 or CHEM 100A or CHEM 100B or CHEM 100D or CHEM 100E). Open only to majors in Liberal Studies or Child, Adolescent and Family Studies.

SCI 277 Special Topics in Science (1-5)
Topics and prerequisites to be announced. May be repeated for different topics.

Upper Division

SCI 325A Integrated Life Science (4)
Fundamental principles of science (e.g. mechanics, thermodynamics) applied to biological systems, including ecology, evolution, and the human body. Laboratories focus on developing skills in the experimental method and processes of science with an integrated focus on biological topics. Two hours lecture and six hours laboratory. Prerequisites: SCI 213 or BIOL 100, and SCI 214. Note: this is neither a methods of teaching nor curriculum development course; the focus is on science content and process for science literacy. Open only to majors in Liberal Studies or Child, Adolescent and Family Studies.

SCI 325B Integrated Earth Science (4)
Fundamental principles of science (e.g. mechanics of motion, electricity and magnetism, the bonding of elements, energy) applied to the Earth and Solar System through an integrated approach, with examples from California and Kern County. Two hours lecture and six hours laboratory. Prerequisites: SCI 213 or BIOL 100, and SCI 214. Note: this is neither a methods of teaching nor curriculum development course; the focus is on science content and process for science literacy. Open only to majors in Liberal Studies or Child, Adolescent and Family Studies.

SCI 351A Introduction to Weather Dynamics (5)
This is an introductory course with a large on-line component on the fundamentals of atmospheric science. Current weather data are accessed via the Internet, and learning activities are keyed to the day's weather. General topics are studied such as how one characterizes various phenomena and meteorological effects, and how these are measured. This course may not be used to satisfy physics major or minor requirements. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

SCI 351B Energy and Technology (5)
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 or minor requirements. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

SCI 351C An Intro to the Modern Cosmos (5)
An Introduction to the Modern Cosmos. This course is a survey of basic concepts in modern cosmology. The class starts with a brief historical overview of ideas which have led the field from ancient beliefs and views to Newton's discoveries in the 1600s. The class then covers background material relating to the formation and lives of stars. Gravitation, Special, and General Relativity are then explored in broad terms. Topics of special interest are also discussed such as relevant experimental observations, the nature of space-time, and theoretical predictions such as black holes, gravitational waves, and dark energy and inflation. This course may not be used to satisfy physics major or minor requirements. Prerequisites: Junior status and completion of lower division Area A and B general education requirements. **GE T1**

SCI 352A California Geology and Society (5)
Introduction to the Geology of California with emphasis on the mutual interactions of society with its physical environment. After a brief introduction of geology fundamentals, the course will cover the geological evolution of California, geological resources (e.g., minerals, raw building materials, petroleum, soils, groundwater), geological hazards (e.g., landslides, volcanic eruptions, floods, earthquakes), and societal impacts on the physical environment. Examples will be regularly given from all over California. Prerequisite: Successful completion of General Education Areas A and B. **GE T1**

SCI 352B Water and the West (5)
This course examines historical and present-day issues regarding the use of surface and ground water in the arid southwestern U.S. particularly California in an objective and scientific manner. The course is intended for non-science majors and is designed to make them aware of the heavy impact that waste and contamination have on our finite water supply. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

SCI 352C Earth Systems and Global Change (5)
Origin, development and systematic links between the atmosphere, biosphere, cryosphere, hydrosphere and lithosphere. Human effects on these systems: causes, impacts and mitigations, with emphasis on current societal issues regarding local and global climatic and environmental change. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

SCI 353 Computers and Society (5)
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. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

SCI 354A The Nature of Science and Technology in a Modern Society (5)
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. Prerequisites: Junior status and successful completion of General Education Areas A and B. **GE T1**

SCI 354B The Science of Food (5)
The nature and application of science and technology and its use in society will be explored using food as an example. This includes considering the chemistry, biochemistry, biology, biotechnology, microbiology, and physics of food as well as nutrition and toxicology considerations at a level appropriate for upper division general education students. Prerequisite: Junior status and successful completion of General Education Areas A and B. **GE T1**

SCI 354C From Alchemy to LSD – The History of Chemistry (5)
This course is a survey of chemical history from the early Renaissance period to the present including some philosophical analysis of those historical developments. Our main focus will be on understanding how past chemists thought about and understood the world around them and how they used this understanding to develop new (although not necessarily correct) theories and practical methods. Attention will also be paid to the practical applications of chemistry and the broader social, economic and cultural contexts in which chemistry developed, as well as its relation to other fields such as physics, biology and medicine. Prerequisite: Junior status and completion of lower division Area A and B general education requirements. **GE T1**

SCI 355A Human Biology (5)
Current topics in human biology, which include growth and development, form and function, fitness and health, interaction with the environment, and evolution. Five hours lecture. This course may not be used to satisfy biology major or minor requirements. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

SCI 355B Insects and People (5)
Overview of the global impact of insects on human concerns, including the overwhelming abundance and diversity of insects, the role of insects as disease vectors to humans, livestock, and pets, and the impact of insects as agricultural pests, and pollinators. Five hours lecture. This course may not be used to satisfy biology major or minor requirements. Prerequisite: Successful completion of General Education Areas A and B. **GE T1**

SCI 355C Biology of Sex (5)
Why do humans have sex in private and for fun rather than procreation? Human sexual practices are unusual when compared with animals; plants and microorganisms in that humans have menopause, concealed ovulation, and monogamy. In this course human sexuality is compared against the broad spectrum of sex in all organisms. Five hours lecture. This course may not be used to satisfy biology major or minor requirements. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

SCI 355D Microbiology and the Human Condition (5)
Introduces the non-science student to the wonders of the incredible diversity in the unseen microbial world that flourishes in and around us. Emphasizes the relevance of microbes and their role in everyday lives, especially their roles in communicable and sexually transmitted diseases, food borne illnesses and bioterrorism. Five hours lecture. This course may not be used to satisfy biology major or minor requirements. Prerequisite: Successful completion of General Education Areas A and B. **GE T1**

SCI 355E California Natural History (5)
Plants, animals, ecology and biogeography of California with emphasis on fostering an appreciation of the relationships between people and California's amazing biodiversity. Five hours lecture. This course may not be used to satisfy biology major or minor requirements. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

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

SCI 490 Senior Seminar in Science Teaching (3)
Student presentations and discussions of science content, lessons and lab activities relevant to the middle school science audience. Open only to individuals pursuing the foundational science concentration in the BS in Natural Sciences. 3 hours discussion. Prerequisite: Senior Standing.

Graduate Courses

SCI 500 Applying Research Skills to Teaching (3)
In-depth discussion between practicing teachers actively engaged in scientific research and beginning science teachers regarding the research process and strategies for engage grade 6-12 students in authentic research processes in the context of classroom and laboratory settings. The focus will be on the practical application of research skills to instructional design, and will include designing lessons with a research-skill focus. 3 units discussion. Prerequisite: EDSE 535 or Teaching credential.

SCI 550A Summer Institute I (10)
10-week Summer Institute in Year 1 consisting of 3.125 hours per day, four days per week (mornings) participation in authentic research projects either at CSUB or with appropriate community partners and 1.25 hours per day, four days per week (afternoons) of reflection and instruction in pedagogy, science content, and leadership skills. 5 units laboratory, 5 units lecture.

SCI 550B Summer Institute II (10)
10-week Summer Institute in Year 2 consisting of 3.125 hours per day, four days per week (mornings) work on incorporating research experiences, inquiry-based learning, and instruction on the Nature of Science in K-12 classrooms. 1.25 hours per day, four days per week (afternoons) of reflection and instruction in pedagogy, science content, and leadership skills. 5 units laboratory, 5 units lecture.

SCI 680 Project in Science Education (2-9)
Students complete a project in the field of science education that requires an appropriateness of topic, theory and methods applicable to the nature of the degree, conducted under supervision of the graduate advisor and committee.

Graduate Courses

SW 510 Social Policy and Services (5)
This foundation course provides an introduction to social welfare policy and services. An overview of the historical, philosophical, structural, and functional aspects of social welfare policy and institutions is covered. The course focuses on the impact social policies have on socioeconomic well-being and human rights and introduces the student to skills in policy analysis. Prerequisite: Program admission.

SW 520 Foundations of Human Behavior (5)
This course uses a comparative theory approach that encourages critical thinking skills when analyzing theories. A broad range of theories are covered focusing on historical and contemporary practice. Biopsychosocial spiritual issues are considered within an environmental context of social and economic justice, strengths and resiliency, human rights, and cultural awareness. Prerequisite: Program admission.

SW 530 Research Methods for Social Work (5)
This course introduces social work research methods, including quantitative and qualitative designs. The course focuses on developing the skills to use research evidence to inform and to evaluate practice through learning how to critically examine, interpret, and utilize research findings within the context of social work practice. Students learn to analyze and interpret descriptive statistics, as well as how to design and implement ethical research. Prerequisite: Program admission.

SW 540 Generalist Social Work Practice I (5)
This is the first foundation course in generalist social work practice. The assumptions, concepts, principles, and values of generalist social work practice are examined at the micro level from a cultural awareness perspective in terms of professional relationships, social work roles, treatment processes, and service delivery models with individuals. Special issues relating to diverse populations are examined. Prerequisite: Program admission.

SW 541 Generalist Social Work Practice II (5)
This course introduces students to the knowledge, skills, and values for generalist social work practice with groups, including an introduction to working with families as groups. Throughout the course, students actively engage in skill-building exercises to develop competencies in social work with groups. Prerequisite: Successful completion of SW 540.

SW 542 Generalist Social Work Practice III (5)
This is the third foundation course in generalist social work practice. The course focuses on organizations and communities as social systems. Students will learn to analyze a community as a social system, to assess community needs, and to plan evidence-based strategies for addressing those needs. Prerequisite: Successful completion of SW 541.

SW 543 Assessment and Diagnosis in Social Work (5)
The primary focus of this course is on the development of diagnostic skills using a competency-based assessment model. The DSM 5 and ICD 10 are used as an organizing framework to provide a context and a backdrop to explore mental disorders. Strengths and limitations of this framework are examined. The importance of context including the impact of culture, poverty, race/ethnicity, and other factors is emphasized. Ethical issues related to assessment and diagnosis are integrated throughout the course. Prerequisite: Successful completion of SW 520.

SW 550 Foundation Field Practicum I (3)
This is the first Foundation Practicum course and includes 16 hours each week (for a total of 160 hours/quarter) of supervised practice experience in a community social agency with a 3-hour integrative seminar. The course focuses on the application of foundation knowledge, skills, values, and ethics to practice with diverse individuals, families, groups, organizations, and communities across the life span. Students develop skills in: self-evaluation and effective use of self across multiple roles in accord with professional values and ethics and with applicable laws and regulations; culturally responsive interviewing, assessment, intervention, and evaluation; written and oral professional communication; effective use of supervision; and critical assessment of agency policy and practice. The course may extend beyond the limits of a typical quarter. Prerequisites: Admission to the program; completion of or concurrent enrollment in SW 540.

SW 551 Foundation Field Practicum II (3)
This is the second Foundation Practicum course and includes 16 hours each week (for a total of 160 hours/quarter) of supervised practice experience in a community social agency with a 3-hour integrative seminar. The course focuses on the application of foundation knowledge, skills, values, and ethics to practice with diverse individuals, families, groups, organizations, and communities across the life span. Students develop skills in self-evaluation and effective use of self across multiple roles in accord with professional values and ethics and with applicable laws and regulations; culturally responsive interviewing, assessment, intervention, and evaluation; written and oral professional communication; effective use of supervision; and critical assessment of agency policy and practice. The course may extend beyond the limits of a typical quarter. Prerequisite: Successful completion of SW 550.

SW 552 Foundation Field Practicum III (4)
This is the third Foundation Practicum course and includes 16 hours each week (for a total of 160 hours/quarter) of supervised practice experience in a community social agency with a 3-hour integrative seminar. The course focuses on the application of foundation knowledge, skills, values, and ethics to practice with diverse individuals, families, groups, organizations, and communities across the life span. Students develop skills in self-evaluation and effective use of self across multiple roles in accord with professional values and ethics and with applicable laws and regulations; culturally responsive interviewing, assessment, intervention, and evaluation; written and oral professional communication; effective use of supervision; and critical assessment of agency policy and practice. The course may extend beyond the limits of a typical quarter. Prerequisite: Successful completion of SW 551.

SW 565 Social Work with Older Adults and their Families (5)
This course will provide an overview of social work practice with older adults and their families. It will build upon and expand foundation coursework theories about human development, personality, and the social environment as it relates to an ethnically diverse, aging society. Social work practice with elders at the micro, mezzo, and macro levels will be a focus. Special topics to be covered will include the interaction between and among: poverty, gender issues, ethnicity, care giving, elderly abuse, long term care, religion and spirituality, legal issues, mental health, health care, and advocacy. Prerequisite: Graduate standing, instructor permission and SW 520.

SW 570 Domestic Violence and Family Dynamics (5)
This course examines the dynamics of domestic violence within the family with an emphasis on understanding the cycle of violence and the impact of domestic violence on women and children. This course also focuses on the bio-psycho-socio-spiritual models and theoretical approaches to interventions with this population and society. Prerequisites: Graduate standing and instructor permission.

SW 571 Clinical Practice and Inquiry with Death and Dying (5)
This course examines the impact of grief and loss throughout the life cycle with an emphasis on loss through terminal illness and the trauma of death. The course emphasizes clinical interventions, research, and the current theoretical perspective from a bio-psycho-socio-spiritual paradigm. Prerequisites: Graduate standing and instructor permission.

SW 572 Issues and Interventions in Child Maltreatment (5)
This course prepares students for interdisciplinary, multicultural practice with maltreated children and their families. Students develop a conceptual background in etiology, intervention, and treatment of child abuse and neglect. Students develop skills in identification, intervention, treatment, and prevention in working with families who have abused or are at high risk for abusing their children. Prerequisite: Graduate standing and instructor permission.

SW 574 Substance Abuse, Co-Occurring Disorders, Assessment, & Treatment (5)
This course examines the incidence and etiology of co-occurring disorders (COD) and its impact on individuals, families and society. A brief history of use psychoactive substance use will be presented as well as the impact of current policy on service delivery. Additionally, the course will present an advanced overview of the pharmacological properties, physiological, psychosocial, and cultural aspects of psychoactive substances. Issues regarding identification and assessment will be offered using the DSM IV TR criteria for diagnosis with an emphasis on a biopsychosocial-spiritual model and strengths perspective.

SW 577 Special Topics in Social Work (1-5)
Offered periodically as announced. May be repeated with different course content. Prerequisite: Admission to the program or instructor permission.

SW 585 Social Work in the Schools (5)
This is an elective course designed to help students gain a greater understanding of the role of school social work and its implications for social work practice. The focus of this course is on the application of theories, concepts, and principles in the direct and indirect practice with children and their families in school settings. This course will utilize an ecological perspective with emphasis placed on the ethical dimensions faced in a public school setting. Prerequisites: Graduate standing and instructor permission.

SW 595 Spirituality, Religion, and Social Work (5)
This course examines the role of spirituality and religion in social work practice. Attention will be given to national as well as global spiritual and religious traditions and their impact on the formation of social work as a profession. Students will gain an understanding of the roles of Charity Organization Societies, the Settlement House Movement, and the influence of other religiously/spiritually-based groups in the development of social work. Relevant literature and research will be explored with an emphasis on offering students models to integrate spirituality and religious beliefs into current social work philosophy, theories, and micro, mezzo, and macro practice frameworks. Information on research needs and opportunities concerning these subjects will also be addressed. Prerequisite: Graduate standing and instructor permission.

SW 596 Human Sexuality in Social Work Practice (5)
Examination of the major variables affecting human sexuality including the physiological, psychological, and socio-cultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders across the lifespan. The interaction of biological, social, psychological and cultural factors as they promote health and well-being, or contribute to difficulties in the expression of sexuality, is emphasized. Prerequisites: Graduate standing and instructor permission.

SW 599 Individual Study (1-5)
This course allows a student to work independently with a professor on a collaboratively designed plan of study. Prerequisite: Instructor permission.

SW 610 Advanced Social Policy and Services (5)
The emphasis in this course is on policy practice and advocacy. Using a human rights/social justice perspective as a foundation, students will develop policy practice skills in analyzing, formulating, and implementing social welfare policy. The content of the course reflects the values of the profession and focuses on the role of the "social policy practitioner" in assisting with the maintenance or attainment of optimal health and mental health, social and economic justice, and recovery and wellness of individuals, families, groups, and communities. Prerequisite: Successful completion of SW510 and advancement to candidacy.

SW 630 Advanced Research Methods for Social Work Practice (5)
This advanced course focuses on developing skills in evaluating social service programs within the community. It emphasizes the skills necessary to design and implement program evaluation including quantitative and qualitative data analyses and the role of context and ethics. Prerequisite: Successful completion of SW530.

SW 640 Advanced Social Work Practice in Child and Family Services (5)
This is the advanced practice course within the Child and Family Services and builds on the knowledge and skills gained in foundation courses. It is designed to prepare students to carry out social work roles in various social agencies that serve children and families. This course is designed to address three key areas by: 1) providing a broad overview of the significant policies, laws, programs, and practices that led to the development of current child welfare services, 2) focusing on key practical aspects of working with children in children and family welfare settings, and 3) identifying critical issues facing practitioners in this service area. Students will become acquainted with the range of services and settings that constitute the field of practice with children and families. Social work roles, functions, and processes across settings will be emphasized. Prerequisite: SW 520, 540, Graduate standing and instructor permission.

SW 641 Advanced Social Work Practice in Mental Health (5)
This online course provides information and skills necessary for the practice of social work with people who have problems of functioning that are commonly treated in mental health settings. The course is designed to provide a better understanding of the service delivery system and ideas for how to work effectively in it. Issues related to ethics, diversity, and social justice is incorporated in the course. The values that community mental health professionals must consider include cultural competence, empowerment, and the ethical concerns unique to helping agency-affiliated individuals in the community. Prerequisites: SW 520, 540, Graduate standing and instructor permission.

SW 643 Advanced Social Work Practice in Health Care (5)
This course introduces students to the specialized knowledge, skills, and ethical standards central to effective social work practice in the field of health care. It examines the roles and functions of medical social workers working within an interdisciplinary team and practicing in a variety of health care settings with individuals, families, and groups from diverse backgrounds. It explores evidence-based preventive and therapeutic approaches to a variety of crises related to injury, illness, disability, disease, community-wide disasters, and loss throughout the lifespan. Through case studies, it challenges students to apply effective communication, assessment and intervention strategies to a variety of complex and culturally diverse situations. Particular attention is given to the needs of a growing older population and their families, as well as to those in society who are more vulnerable to the effects of health care disparities due to poverty, oppression, and discrimination. Practice standards in end-of-life care, systems-based practice, and ethical decision making are examined; with particular attention to health-related legal, cultural, and social justice issues. By incorporating an historical and integrative multi-system perspective, this course also explores global and national health and disease trends, advances in information and medical technology, and changes in the U.S. health care delivery and financing systems influencing the future of social work practice in the health care field. Prerequisites: SW 520, 540, Graduate standing and instructor permission.

SW 646 Advanced Practice I (5)
This is the first practice course within the advanced generalist practice concentration and builds on the knowledge and skills gained in foundation courses. The focus of this course is on the integration of theories, concepts, and principles in direct service at the micro level. Students develop competencies in assessment, intervention strategies through ongoing review of cases. Social work roles, functions, and processes across levels of practice are emphasized. Prerequisite: Advancement to candidacy.

SW 647 Advanced Practice II (5)
This course is the second in a three-course advanced generalist practice sequence. It focuses on the values, knowledge, and skill base necessary for effective social work practice with families and groups. Course content includes advanced intervention techniques with diverse families, and groups are analyzed from a developmental, resiliency-based, multidimensional systems framework. There is an emphasis on integrating various theoretical perspectives and evidence-based practice approaches. Prerequisite: SW 646.

SW 648 Advanced Practice III (5)
This is the third course in a three-course advanced generalist practice sequence. The focus of this course is management, supervision, and organizational behavior within human service agencies and how those agencies meet the needs of diverse members of their communities. Prerequisite: SW 647.

SW 650 Advanced Field Practicum I (3)
This is the first advanced supervised practicum course and includes a field seminar and 16 hours supervised field experience for each week (for a total of 160 hours/quarter). The seminar and field experience are designed to engage students in supervised application of the knowledge and skills acquired in other courses. The goal is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker who can flexibly apply a variety of knowledge and skills with diverse populations that interrelate with multiple systems across the life span in accord with professional values and ethics and applicable laws and regulations. The course includes periodic seminars to guarantee integration of content to meet Program competencies, practice behaviors, and student learning outcomes and may extend beyond the limits of a typical quarter. Prerequisites: Successful completion of SW 552, successful advancement to candidacy and either concurrent enrollment or completion of SW 646, Advanced Practice I.

SW 651 Advanced Field Practicum II (3)
This is the second advanced supervised practicum course and includes a field seminar and 16 hours supervised field experience for each week (for a total of 160 hours/quarter). The seminar and field experience are designed to engage students in supervised application of the knowledge and skills acquired in other courses. The goal is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker who can flexibly apply a variety of knowledge and skills with diverse populations that interrelate with multiple systems across the life span in accord with professional values and ethics and applicable laws and regulations. The course includes periodic seminars to guarantee integration of content to meet Program competencies, practice behaviors, and student learning outcomes and may extend beyond the limits of a typical quarter. Prerequisites: Successful completion of SW 650 and either concurrent enrollment or completion of SW 647, Advanced Practice II.

SW 652 Advanced Field Practicum III (4)
This is the third advanced supervised practicum course, which includes a field seminar and 16 hours supervised field experience for each week (for a total of 160 hours/quarter). The seminar and field experience are designed to engage students in supervised application of the knowledge, skills, and values acquired in other courses. The goal is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker who can flexibly apply a variety of knowledge and skills with diverse populations that interrelate with multiple systems across the life span in accord with professional values and ethics and applicable laws and regulations. The course may extend beyond the limits of a typical quarter. Prerequisites: Successful completion of SW 651 and either concurrent enrollment or completion of SW 648, Advanced Practice III.

SW 690 Thesis Preparation (1)
Development of a thesis proposal in consultation with a supervising faculty member. Prerequisite: Instructor permission and department approval.

SW 691 Thesis I (3)
The first of three courses under the supervision of a thesis committee to work toward completion of an individual research project. Must meet University thesis requirements. Three units are awarded for the first quarter in which satisfactory work is documented and approved by the thesis committee. Prerequisite: Advancement to candidacy and SW 690.

SW 692 Thesis II (3)
The second of three courses under the supervision of a thesis committee to work toward completion of an individual research project. Must meet University thesis requirements. Three units are awarded for the second quarter in which satisfactory work is documented and approved by the thesis committee. Prerequisite: Completion of SW 691 and thesis committee approval.

SW 693 Thesis III (3)
The third of three courses under the supervision of a thesis committee to work toward completion of an individual research project. Must meet University thesis requirements. Five units are awarded at the culmination of the thesis process with satisfactory work documented and approved by the thesis committee. Prerequisite: Completion of SW 691, 692 and thesis committee approval.

Lower Division

SOC 100 Introduction to Sociology (5)
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. Prerequisite: ENGL 110 or equivalent. **GE D5**

SOC 120 Critical Thinking and Contemporary Social Problems (5)
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. **GE A3**

SOC 200 Introduction to Statistics in the Social Sciences (5)
This course will provide an extensive introduction to the basic statistical methods used in the analysis of social science data. A lab component is required. SPSS software will be used for the analysis of social science data sets to further understanding of the statistical methods presented in the lecture component of the course. Prerequisite: MATH 85 or three years of college preparatory math and satisfaction of ELM requirement.

SOC 240 Sociology Through Film (3)
This course will examine sociological concepts through the use of film. Films will be viewed and discussed weekly. Films will focus on such areas as family relations, alcohol and drug addiction, aging, crime and delinquency, gender issues, race and ethnic relations, the workplace, and urban development.

SOC 289 Experiential Prior Learning (1-5)
Evaluation and assessment of learning that has occurred as a result of prior off campus experience relevant to the curriculum of the Department. Requires complementary academic study and/or documentation. Offered on a credit, no credit basis only. Not open to postgraduate students. Interested students should contact the Department office. [By Petition]

Upper Division

SOC 300 Introduction to Research Methods (5)
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 qualitative and quantitative research methods in the social sciences and data collection and analysis. Prerequisite: MATH 140 or equivalent. A grade of C- or higher is required for graduation. Students who do not achieve the minimum grade will have to re-take the course and get a grade of C- or higher to graduate. This course is reserved for students majoring in Sociology.

SOC 301 Classical Sociological Theory (5)
Provides an analysis of the major theoretical perspectives that provide the conceptual basis for sociological research and analysis. Emphasis is on the terminology, assumptions, and implications of the dominant theoretical frameworks in classical sociology, including conflict theory, structural functionalism, and symbolic interaction theory. A grade of C- or higher is required for graduation. Students who do not achieve the minimum grade will have to re-take the course and get a grade of C- or higher to graduate. This course is reserved for students majoring in Sociology.

SOC 302 Contemporary Sociological Theory (5)
Provides an analysis of the major theoretical perspectives that provide the conceptual basis for sociological research and analysis. Emphasis is on the terminology, assumptions, and implications of the dominant theoretical frameworks in contemporary sociology, such as ethnomethodology, critical theory, contemporary feminism, rational choice, and post-modernism. Prerequisite: SOC 301 or equivalent course. A grade of C- or higher is required for graduation. Students who do not achieve the minimum grade will have to re-take the course and get a grade of C- or higher to graduate. This course is reserved for students majoring in Sociology.

BEHS 311 Small Group Dynamics (5)
(For course description, see listing under “Interdisciplinary Courses.”)

SOC 312 Social Psychology (5)
Sociological social psychology focuses on the construction of cultural meaning, the use of symbols to convey meaning, and meanings and symbols as the basis of interaction. Topics include language and socialization, processes by which meanings are negotiated, the production of the social self, presentation of self, self-fulfilling prophesies, group differences in the construction of meanings, and he effects of inequality in the production of cultural meaning. **GE T3**

BEHS 318 Psychological Anthropology (5)
(For course description, see listing under “Interdisciplinary Courses.”)

SOC 322 Social Services and Social Problems (5)
In this course we will sociologically explore social problems addressed by social and human services agencies. Attention will be given to human service activities, the values underling these activities, and how sociology can contribute to the practice of human services. Specifically, there will be an examination of the social philosophies and histories of applied sociology and human services as fields that addresses people's needs within society and directs society's attention to the context and impact of social problems. Throughout the course, we will focus on how sociology enables us to understand the way in which personal troubles are connected to larger social issues. Topics for this course include poverty and homelessness, work, social identities, families, education, the environment, crime, health care, and community life. Finally, this course requires students participate in a Service Learning Project [SLP] that offers them an opportunity not only to analyze social problems "in the field," but also to participate in efforts to address social problems themselves. While service learning projects may not present complete "solutions" to social problems, this course equips students with the sociological theories and concepts to understand and evaluate problems, as well as the ways in which people struggle to change them. This course requires a service learning project.

SOC 323 Sociology of Power (5)
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.

SOC 324 Sociology of Deviance (5)
This course surveys past and present experiences and perceptions of social deviance in American society. This involves assessing the history and consequences of deviance and deviant behavior specifically as the definition of deviance changes across time and space. It includes discussion of the theories sociologists advance to explain deviance, the social and demographic distribution of deviance, and an analysis of the efficacy of social policy designed to control and/or eliminate deviance.

SOC 325 Sociology of Crime (5)
An analysis of the sociological approaches in the study of crime at the local, regional, national, and global levels. It includes discussion of how new definitions of crime have emerged across time, the theories sociologists have advanced to explain crime, and the social and demographic distribution of crime. Attention is also given to how societies have responded to crime and criminal behavior: the police, the judiciary, and the penal system. The effectiveness of these responses to crime will also be considered.

SOC 326 Juvenile Delinquency (5)
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.

SOC 327 Race and Ethnic Relations (5)
A broad introduction to the field of race and ethnic relations in the United States and around the world. Theories of race and ethnicity are compared. The historical experiences of various groups in the United States-European Americans, Native Americans, African Americans, Latinos, and Asian Americans-are discussed. Ethnic and racial relations in other countries are explored. The relationship between the social construction of gender, class, nation, race and ethnicity is analyzed. Other issues discussed include assimilation versus pluralism; ethnicity and migration; the nature of racism, prejudice, and discrimination; the changing structures of ethnic stratification. **GRE**

SOC 328 Chicana Experiences (5)
An examination of the contemporary experiences of Chicanas/Latinas in the U.S. with a focus on theoretical issues related to bicultural identity, gender, race and class. Special emphasis is given to Chicana feminist thought in the analysis of social, economic and political forces that impact their lives. The course includes critical perspectives on the Chicana/o Movement, the Women's Movement and the role of Chicana self-determination in the struggle for equality and social justice in the United States.

BEHS 331 Political Sociology (5)
(For course description, see listing under "Interdisciplinary Courses.")

SOC 335 The Latino Experience in the United States (5)
An examination of the historical, social, political, economic, and cultural experiences and conditions of Latinos in the United States. The groups studied include the Chicanos, the Puerto Ricans, the Cubans, the Dominicans, and the Central Americans. Their historic modes of incorporation, their continuing migration patterns, their experiences of racialization, their current demographic and socioeconomic condition, and the emerging Latino pan-ethnicity will be analyzed and discussed in the broader context of American nation-stateness, world-system's analysis, and diaspora studies. **GRE**

SOC 336 The Asian-American Experience in the United States (5)
An examination of the historical, social, political, economic, and cultural experiences and conditions of Asians and their descendants in the United States. The groups studied include the Chinese, Japanese, Filipinos, Koreans, Vietnamese, and Asian Indians. Their historic modes of incorporation and continuing migration patterns, as well as experiences of racialization will be discussed. The emerging Asian-American pan-ethnicity will be analyzed and discussed in the broader context of United States society, world-system's analysis, and diaspora studies. **GRE**

SOC 337 The African-American Experience in the United States (5)
An examination of the historical, social, political, economic, and cultural experiences and conditions of Africans and their descendants in the United States. Their historic mode of incorporation in a global diaspora; experiences of racialization; the social construction of African-American racial identity and culture; and acts of survival will be analyzed and discussed in the broader context of American nation-stateness, world-system's analysis, and diaspora studies. **GRE**

SOC 338 The Indigenous Experience in the Modern Americas (5)
An examination of the historical, social, political, economic, and cultural experiences and conditions of Native Americans and their descendants in the United States and other parts of the Western Hemisphere, such as Canada, Mexico, Guatemala, the Andean region, and the Amazon River Basin. Their historic mode of incorporation as conquered, exterminated, or marginalized peoples, their survival strategies, their settlement and migration patterns, their experiences of racialization, their current demographic and socioeconomic condition, and the social construction of Indian racial identity and culture will be analyzed and discussed in the broader context of New World nation-stateness, world-system's analysis, and diaspora studies. **GRE**

SOC 339 Multicultural Diversity and the U.S. Education System (5)
This course examines issues involving multicultural diversity within the U.S. educational system, including the social processes and patterns of interaction operating within educational organizations, such as social relations, the roles of teachers, students and administrators, and the relationship of the educational system to broader issues of ethnic/racial stratification. Prerequisite: One of the following courses: SOC 100, 366, PSYC 310, CAFS 350, or permission of instructor. **GE T3**

SOC/RS 348 Sociology of Religion (5)
A study of the social dimensions 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. Carries credit in either Sociology or Religious Studies. Prerequisite: ENGL 110 or equivalent with a C or better or consent of instructor.

SOC 350 Sociology of Knowledge (5)
This course provides a critical analysis of the forms and social organization of knowledge. Throughout the course, attention will be given to various examples of knowledge including science, spiritual and transcendent knowledge, everyday knowledge, ideology, and popular culture. Emphasis is on the cultural and institutional consequences of different knowledge. **GE T3**

SOC 352 Sex, the Life Course, and Human Population (5)
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. **GE T3**

SOC 353 Cultural Sociology (5)
An overview of the sociological study of culture, one of the most important components of social life. Specifically, this course will explore the various aspects of culture through the following questions: "What is culture?"; "How do people use culture in their daily lives?" and "How is culture a part of the larger social structure in society?" In addition to learning the theoretical and methodological approaches to studying culture, there will be an in-depth look at some of the substantive areas of culture such as: 1) the creation, distribution, and reception of cultural objectives and ideas, 2) how people consume culture; 3) the differences between "high culture" and popular culture"; and 4) how culture creates, maintains, and reshapes social identities through race, class, gender, nation, age, religion, and/or special interests (i.e., subcultures).

SOC 364 Family and Society (5)
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.

SOC 366 Childhood and Society (5)
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.

SOC 367 Urban Sociology (5)
Students will learn concepts, processes, and theories useful in understanding the nature of urban structure and urban life. We will focus on historical and current processes as they operate both within and between cities in the U.S. and internationally. Typical topics include historical urban development, general patterns of urban growth, suburbanization and urban sprawl, the experiential nature of urban environments, ways that dynamics of power, class, race, and gender influence urban patterns and everyday experiences. Critical perspectives on urban planning practice from the standpoint of sociological understandings of urban processes will also be addressed.

SOC 370 Gender and Society (5)
In this course we will critically explore the social construction of gender. Attention will be given to the many diverse issues and experiences of gendered individuals. Throughout the course, we will look at how multiple and interlocking social structures (e.g., race, class gender, sexuality) shape the various ways in which we experience gender. Although there is an emphasis on issues and experiences within American culture, we will study gender in a global context as well. Furthermore, this course examines how gender difference and inequality are created, sustained and/or changed through socialization practices, interactions with others, and through the influence of major social institutions. **GRE**

BEHS 382 The Aged (5)
(For course description, see listing under "Interdisciplinary Courses.") **GE T3**

SOC 396 Human Corps (1)
One unit of credit for 30 or more hours of volunteer community service experience. Open to students with appropriate sociology background. The student may suggest a suitable placement or request an assignment from the Sociology Faculty Coordinator. 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. Prerequisite: Permission of instructor and approval by Chair of Department of Sociology. [By Petition]

SOC 400 Quantitative Analysis (5)
This course will build on the concepts, quantitative skills, and techniques learned in SOC 300. This will include refinement of concepts and a more extensive treatment of exploratory data analysis, descriptive statistics, and inferential statistics. Labs will make extensive use of computers in developing analytical and data presentation skills. Each student will be required to complete a research project. Prerequisite: SOC 300 or equivalent course. A grade of C- or higher is required for graduation. Students who do not achieve the minimum grade will have to re-take the course and get a grade of C- or higher to graduate. This course is reserved for students majoring in Sociology.

SOC 405 Technology and Society (5)
This course offers a broad introduction to the social dimensions of technology and of emerging information and communication technologies. An emphasis will be placed on the specific historical and cultural contexts that shape practices of technology. Attention will be given to the diverse ways technology shapes social life, including culture, science, the economy, education, and the military. We will also examine how social structures of gender, race, class, sexuality, and nation are reproduced or reconfigured by technology. **GE T3**

SOC 434 Qualitative Research Methods (5)
In this course you will learn how to collect, analyze, and report qualitative data from social settings in everyday life. The qualitative methods that we cover include, but are not limited to, participant observation and interviewing techniques. We also emphasize the ethics of qualitative research. In this course you will learn how to formulate a research problem and how to use conceptual and theoretical materials in your analysis of qualitative data. Each student completes a fieldwork project based on data collected in public places, organizations, or other community settings. Lab sessions will include computerized analyses of data. Prerequisite: SOC 300 or equivalent course. A grade of C- or higher is required for graduation. Students who do not achieve the minimum grade will have to re-take the course and get a grade of C- or higher to graduate. This course is reserved for students majoring in Sociology.

BEHS 435 Family and Kin: Comparative Perspectives (5)
(For course description, see listing under "Interdisciplinary Courses.")

SOC 439 The Latin American Experience (5)
The nations of Latin America and the Caribbean may be diverse, but they also share a common historical experience, and many face common challenges. This course explores the historical construction of the Americas, from the ancient indigenous civilizations to the present, and takes a closer look at some of the countries and some of the issues Latin Americans face today.

SOC 440 Social Stratification (5)
Analysis of theories and concepts explaining patterns of social stratification. Focus on race, class, sex, age, and power, privilege and prestige in contemporary American society and other nations. The study of mobility, including trends in occupational mobility, is also considered.

SOC 442 Conflict Mediation and Dispute Resolution (5)
A systematic evaluation of the causes and contexts of human conflicts and disputes, and the elaboration of strategies designed to mediate and resolve them. Focus and examples come from interorganizational and intra-organizational conflicts, and may include environmental disputes, issues of gender harassment or racial discrimination, and scarce resource allocation, as well as more typical labor management and political interest conflicts.

SOC 444 Social Changes and Social Movements (5)
Analysis of changes and social movements in our social worlds. Topics include directionality and patterns of change in history; modern sources of change; spheres and domains of change; agents of change and social reaction to change in the form of collective actions. The overall goal of the course will be to provide a theoretical understanding of the transformations constantly occurring in all aspects of social life. Special emphasis will be put on the nature and impact of social movements on society.

SOC 450 Globalization and Social Change (5)
Examines the historical origins, contemporary characteristics, and future trends of globalization in the world. The course examines the global transformations in the world economy over the last half-century, and the effect these transformations are having in the social and political structures of the modern world-system. An emphasis will be placed on the post-Cold War/post-September-11 problems of world governance and sustainable economic development, from the triple perspectives of states, businesses, and social movements. **GE T3**

SOC 451 Geographical Information Systems and Spatial Analysis (5)
This course focuses on exploring and modeling social data that has a spatial component. Course activities include learning the basic concepts needed to explore and display spatial data, learning to use GIS software to analyze and display data in maps, and an introduction to basic spatial statistics. Each student will be required to complete an original research project. Lab sessions will focus on mastering GIS software and data analysis. Prerequisite: SOC 300 or equivalent course. A grade of C- or higher is required for graduation. Students who do not achieve the minimum grade will have to re-take the course and get a grade of C- or higher to graduate. This course is reserved for students majoring in Sociology.

SOC 452 Techniques of Demographic Analysis (5)
A systematic and comprehensive analysis of the methods used by social scientists in dealing with demographic data. The course is concerned with how data on population are gathered, classified, and treated to produce tabulations and various summarizing measures that reveal the significant aspects of the composition and dynamics of populations. Some attention is directed to the data and measurement problems of the less developed countries and the special methods that have been developed for handling incomplete and defective data but most of the course is relatively "culture free." This course allows students to make extensive use of computer technology. Prerequisite: SOC 300 or equivalent course. A grade of C- or higher is required for graduation. Students who do not achieve the minimum grade will have to re-take the course and get a grade of C- or higher to graduate. This course is reserved for students majoring in Sociology.

SOC 453 Vision and Method of Historical Sociology (5)
Course explores the questions posed by a variety of twentieth-century scholars working at the intersections of social theory and history viewed on a grand scale. We examine the research agendas that they followed, their basic assumptions about society, history, and the purposes of scholarship; and how these assumptions informed the questions that they asked, and the kinds of answers that they offered. Specifically, we seek to understand how these scholars used various sources of evidence about the past to pursue case studies or comparisons among groups, periods, nations, or civilizations. Labs will make use of computers to analyze data. Completion of a research project is required. Prerequisite: SOC 300 or equivalent course. A grade of C- or higher is required for graduation. Students who do not achieve the minimum grade will have to re-take the course and get a grade of C- or higher to graduate. This course is reserved for students majoring in Sociology.

SOC 454 Social Network Analysis (5)
Study of patterns of social interaction at the individual (e.g., ego networks) and group level (e.g., universal networks). This course will be a survey of network theory and network analysis methods, including how to take standard format data and restructure it for use as network data. Application will be to areas of current sociological interest. Computer software will be employed to conduct analyses of new and existing data. Prerequisite: SOC 300 or equivalent course. A grade of C- or higher is required for graduation. Students who do not achieve the minimum grade will have to re-take the course and get a grade of C- or higher to graduate. This course is reserved for students majoring in Sociology.

SOC 455 Sociology of Education (5)
The sociological examination of education as a social institution and as a force and measure of social change. Formal attention focuses on educational systems, schools, educational attainment, and student performance. Prerequisite: SOC 100 or permission of instructor.

SOC 464 Family and Stress (5)
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.

SOC 465 The Gay and Lesbian Experience in the United States (5)
Lesbian/gay studies; personal, political, economic, historical and cultural issues, including: coming out, hate crimes, law, military, marriage, families, religion, activism, community, representations in literature, film, and media. This course also counts as an elective towards the Women and Gender Studies minor.

SOC 466 Sociology of Health of Wellness (5)
In this course we will examine mental illness from the sociological perspective with consideration of the etiology and epidemiology of the most commonmental disorders. Theoretical and historical perspectives are explored. A brief introduction of the outline of the Diagnostic and Statistical Manual of Mental Disorders is included. The current research studying factors such as social class, age, gender, marital status, and race are reviewed. Treatment involving institutions, community treatment, and criminal justice systems will be examined. Some consideration of the nature of mental illness and treatment in selected cultures around the world will also be examined.

SOC 467 Neighborhood and Community (5)
This course examines "neighborhood" and "community" as concepts, as well as places, from an urban sociological perspective. Topics related to neighborhood include how neighborhoods are defined geographically, the distribution and measurement of neighborhood characteristics, including population, geographic, and economic characteristics and how these spatial differences are generated, lifestyles within neighborhoods, and neighborhood effects on life chances and quality of life of residents. In the "community" portion of the course, we will consider various ways that the concept has been defined and used, including spatial (communities of place) and non-spatial (communities of interest) dimensions. We will examine the concept from a variety of theoretical perspectives that propose arguments as to why "community" is important, how it is created by people, and the consequences of varying degrees of the presence (or absence) of community.

SOC 477 Selected Topics in Sociology (1-5)
Offered periodically as announced. Extensive analysis of selected contemporary topics in sociology. May be repeated for different course content. Prerequisite: Permission of instructor and approval by Chair of Department of Sociology. [By Petition]

SOC 481 Directed Research in Sociology (1-5)
Students design and carry out a research project under the supervision of a faculty sponsor. Prerequisite: Permission of instructor and approval by Chair of Department of Sociology. [By Petition]

SOC 489 Experiential Prior Learning (1-5)
Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the Department. Requires complementary academic study and/or documentation. Offered on a credit, no-credit basis only. Not open to post-baccalaureate students. Interested students should contact the Community Service office. Prerequisite: Permission of instructor and approval by Chair of Department of Sociology. [By Petition]

SOC 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. Prerequisites: Permission of instructor and SOC 300 and 301. Students are STRONGLY encouraged to complete SOC 300, 301 and 302, and one of the second methods courses (SOC 400, 434, 451, 452, or 453) prior to enrolling in SOC 490. Students may concurrently enroll in SOC 490 and/or 302 and/or one of the second methods course. In all cases, students must either have completed all four courses or be enrolled in the second theory and methods course when they take Senior Seminar. A grade of C- or higher is required for graduation. Students who do not achieve the minimum grade will have to re-take the course and get a grade of C- or higher to graduate. This course is reserved for students majoring in Sociology.

SOC 496 Internship in Applied Sociology (1-5)
Supervised field experience in community organizations and institutions. 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. Prerequisite: Permission of instructor and approval by Chair of Department of Sociology. [By Petition]

SOC 497 Cooperative Education (5)
The Community Services program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Community Services office on an individual basis, subject to approval by the Department. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading is the responsibility of the Departmental faculty. Offered on a credit, no-credit basis only. Prerequisite: Permission of instructor and approval by Chair of Department of Sociology. [By Petition]

SOC 498 Directed Study in Teaching Sociology (1-5)
Theory and method in upper-division instruction. Weekly meetings with faculty sponsor and supervised experience that may include administering and developing examinations, course development, discussion group leadership, selected lectures, and in-depth directed readings of relevant topics. May be repeated for different course content. Prerequisite: Permission of instructor and approval by Chair of Department of Sociology. [By Petition]

SOC 499 Individual Study (1-5)
Individual study under the direction of a faculty member. Prerequisite: Permission of instructor and approval of Chair of Department of Sociology. [By Petition]

Graduate Courses

BEHS 500 Quantitative Methods in the Behavioral Sciences (5)
(For course description, see listing under "Interdisciplinary Courses.")

BEHS 501 Advanced Research Design and Analysis (5)
(For course description, see listing under "Interdisciplinary Courses.")

SOC 502 Advanced Sociological Theory (5)
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: SOC 301 and 302 or equivalents.

SOC 506 The Modern World-System (5)
Advanced seminar on the structural processes, history, current condition, and future trends of the five-century-old modern world-system. Topics include a discussion on what constitutes historical social systems, the origins and expansion of the modern world-system, cycles of hegemony and economic expansion, the core, semiperiphery and periphery, the interstate system, the interenterprise system, the global transformations of the post-world-war period, and the role and impact of the antisystemic movements over the last three centuries.

SOC 512 Advanced Social Psychology (5)
An exploration of theory and research concerning factors that influence individual social behavior. Focuses on the construction of meaning and how meanings inform action, the reciprocal nature of relationships between individuals and larger social structures.

SOC 524 Seminar on Deviance (5)
Provides an in-depth examination of the theories advanced to explain social deviance. Discussion will center on the structure and logic of these theories as explanations of deviance, on an analysis and critique of the empirical research designed to test each theory, on the gaps in the research literature, and on the types of research that will further test the adequacy of each theory. The linkages and interconnections between each of the theories considered in the seminar will also be discussed.

SOC 527 Advanced Theories of Race, Nation, and Ethnicity (5)
Advanced seminar on the theories of race, nation, and ethnicity, and their effectiveness in understanding the historical transformations of peoplehood in the modern world-system up to the present time. The approach will be global and interdisciplinary, comparing and contrasting selected cases.

SOC 564 Seminar on Family (5)
An in-depth exploration of the social institution of the family through the lenses of race, class, gender, and sexuality primarily in the United States. We begin by taking a sociohistorical examination of the development of "the family" and its subsequent social evolution to the present day. The course also addresses theoretical, methodological, and empirical analyses the family through substantive areas such as variations of the nuclear/traditional family model, remarriage and divorce, balancing work and family, poverty, masculinity and femininity, parenthood (including same-sex parenting), family identity, immigrant families, family violence, and public policy.

SOC 565 Seminar on Sex and Gender (5)
In this seminar we treat gender as a social relationship of privilege and oppression. We begin by analyzing the construction of gender as a social/political category. We pay attention to the ways in which gender inequality is created, sustained, and changed through cultural and institutional practices. We analyze the links between gender, class, and race, and we explore how social locations in these multiple systems of privilege and oppression shape women's and men's experiences of gender. The seminar carries a heavy reading load and students are expected to participate in seminar discussions.

SOC 571 Seminar on Gender, Race, and Labor (5)
In this seminar we analyze the role of women and men in productive (paid) and reproductive (unpaid) labor. The seminar begins with a historical overview of the relationship between labor markets, wages, and gender ideology. We then analyze work in a contemporary context. Topics include but are not limited to an exploration of: (a) the double day of paid and unpaid work; (b) the wage gap; (c) protective legislation; (d) economic restructuring and the feminization of the labor market; and, (3) women's resistance to labor exploitation. Through this seminar, we examine how race, ethnicity, and social class influences women's experiences of productive and reproductive labor. This seminar carries a heavy reading load, and students are expected to participate in seminar discussions.

SOC 577 Advanced Topics in Sociology (1-5)
Exploration at an advanced level of selected topics in sociology. May be repeated for different course content. [By Petition]

SOC 597 Special Issues in Teaching Sociology (1)
This is a practicum course designed to prepare students to teach sociology. Topics covered include managing large classes, facilitating small group discussions, encouraging in-class presentations, incorporating technology in the classroom, selecting films, teaching about non-western societies, and teaching sensitive topics. [By Petition]

SOC 598 Directed Study in Teaching Sociology (5)
This is a practicum course to be conducted under the supervision of a faculty mentor from a college or university in CSUB's service region. 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: SOC 597 and consent of instructor, who will serve as sponsor, and approval by Chair of Department of Sociology and Anthropology. [By Petition]

SOC 693 Culminating Experience in Teaching Sociology (4)
Students who have completed all other prerequisites for the MA in Sociology-Teaching Option must culminate their graduate program by taking and passing this course. Upon satisfactorily preparing, completing, and presenting the following tasks to the student's faculty committee, the student will be granted the MA in Sociology: a detailed syllabus for two sociology classes, one of which must be an introductory sociology and the other should be in a substantive area of the student's choosing; a detailed list of books and reading materials that should be used in these two classes; a detailed outline of tests, paper topics and guidelines, homework exercises and other items by which students who are enrolled in the these classes might be evaluated; a critical literature review on a topic of relevance to the elective class; and, finally, deliver a sample class lecture to the faculty committee on the same topic in a session open to faculty and students-at-large. Offered on a credit, no-credit basis only. [By Petition]

SOC 694 Culminating Experience in Special Projects (5)
Students who have completed all other prerequisites for the MA in Sociology-Special Projects Option must culminate their graduate program by taking and passing this course. There are two ways of passing this course: (a) by performing an agency-based project or (b) by demonstrating mastery of two areas of sociology. Upon satisfactorily preparing, completing, and presenting the tasks associated with either type of special project to the student's faculty committee, the student will be granted the MA in Sociology. Offered on a credit, no-credit basis only. [By Petition]

SOC 695 Master's Thesis in Sociology (1-9)
Offered on a credit, no-credit basis only. [By Petition]

SOC 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. [By Petition]

Lower Division

SPAN 101 Introductory Spanish I (5)
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.

SPAN 102 Introductory Spanish II (5)
A continuation of SPAN 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: SPAN 101, or two years of high school Spanish or the equivalent. **GE C2**

SPAN 103 Introductory Spanish III (5)
A review of fundamentals. Reading of selected texts, translation and conversation. Two hours of independent laboratory practice per week. Prerequisite: SPAN 102, or three years of high school Spanish or the equivalent. **GE C2**

SPAN 105 Beginning Spanish for Fluent Speakers (5)
Accelerated study of formal Spanish at the beginning level, with attention to rules of grammar, and basic reading and writing skills. Designed to prepare students for Intermediate Spanish Grammar. To be taken in place of SPAN 101-102-103 sequence. Prerequisite: Knowledge of spoken Spanish, or permission of the instructor. **GE C2**

SPAN 201 Intermediate Spanish Grammar I (5)
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: SPAN 103 or four years of high school Spanish or the equivalent, or permission of the instructor. **GE C2**

SPAN 202 Intermediate Spanish Grammar II (5)
A continuation of SPAN 201, designed especially to prepare students for upper division work in language and literature. Prerequisite: SPAN 201 or the equivalent, or permission of the instructor. **GE C2**

SPAN 210 Conversational Spanish (5)
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: SPAN 103 or the equivalent. **GE C2**

SPAN 220 Spanish for Health Professionals I (5)
The course is designed expressly to meet the communication needs of persons engaged in the health professions: doctors, dentists, nurses, technicians, and aides. The course introduces basic grammatical structures of Spanish and focuses on the vocabulary associated with these professions.

SPAN 221 Spanish for Health Professionals II (5)
A continuation of basic grammatical structures of Spanish, focusing on vocabulary associated with the health professions. Prerequisite: SPAN 101 or 220.

SPAN 222 Spanish for Health Professionals III (5)
A continuation of basic grammatical structures of Spanish. Reading of selected texts, translation, and conversation. Prerequisite: SPAN 102 or 221.

SPAN 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 taught in Spanish unless otherwise indicated.

SPAN 300 Advanced Spanish Grammar (5)
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.

SPAN 301 Spanish Literature I (5)
An overview of Spanish literature from the *Cantar de Mio Cid* to Calderón. Prerequisite: Competency in Spanish at the 202 level or the equivalent, or permission of the instructor. Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

SPAN 302 Spanish Literature II (5)
An overview of Spanish literature from the ideological renewal of the 18th century to the present. Prerequisite: Competency in Spanish at the 202 level or the equivalent, or permission of the instructor. Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

SPAN 303 Hispanic-American Literature (5)
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. Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

SPAN 311 Explication of Texts (5)
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.

HUM 395 Comparative Literature: Mirror of Western Civilization (5)
(For course description, see listing under "Interdisciplinary Courses.")

SPAN 409 Advanced Spanish Syntax (5)
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.

SPAN 412 Spanish Linguistics (5)
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.

SPAN 413 Contrastive Structures of Spanish and English (5)
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.

SPAN 415 Translation Workshop (5)
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.

SPAN 416 Contemporary Hispanic-American Poetry (5)
Aesthetic pronouncements and movements. Reading of representative poets such as: C. Vallejo, G. Mistral, D. Agustini, A. Storni, J. Ibarbourou, P. Neruda and the New Generation. Prerequisite: Competency in Spanish at the 202 level or the equivalent, or permission of the instructor. Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

SPAN 419 Contemporary Hispanic-American Novel (5)
Readings of representative authors such as: R. Güiraldes, M.A. Asturias, J. Cortázar, G. García Márquez, E. Sábato, M. Vargas Llosa, R. Castellanos, C. Boullosa, R. Ferré, M. Puig, C. Fuentes. Prerequisite: Competency in Spanish at the 202 level or the equivalent, or permission of the instructor. Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

SPAN 420 Southwest Spanish (5)
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.

SPAN 422 Children's Literature in Spanish (5)
An examination of children's literature written or available in Spanish. Objective of course is to emphasize predictable difficulties encountered in the use of such materials in a bilingual teaching situation. Prerequisite: Competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

SPAN 424 Culture and Civilization of Mexico and the Chicano/Mexican-American (5)
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.

SPAN 425 Chicano Literature (5)
Textual reading and examination of Chicano literature, to include poetry, short story, novel, and theatre. Prerequisite: Competency in Spanish at the 202 level or the equivalent, or permission of the instructor. **Course given in Spanish or English. GRE**

SPAN 426 Southwest Hispanic Folklore (5)
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.

SPAN 427 Hispanic-American Culture and Civilization (5)
An overview of arts, literature, customs, institutions and technology, past and present, as they affect the development of Hispanic-American culture and civilization from its beginning to the present day. Course taught in English. Does not count toward the major or minor. Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

SPAN 428 Hispanic-American Culture and Civilization (5)
Same as SPAN 427. Taught in Spanish. Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

SPAN 477 Special Topics in Spanish (1-5)
Studies in Spanish language or literature. Examples of topics dealt with are: History of the Spanish Language; Cervantes: *Don Quijote;* and, 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.

SPAN 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.

SPAN 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.

SPAN 495 Workshop in Mexican-American Literature (5)
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.

SPAN 497 Cooperative Education (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.

SPAN 499 Individual Study (1-5)
Admission with consent of department chair.

Graduate Courses

SPAN 500 Literary Theory (5)
Theories and concepts of narrative and poetic analysis: semiotics; structuralism, post-structuralism; formalist, feminist, Marxist conceptions of art's place in society; postmodern era; historiography in Hispanic literatures; practice in Spanish, Spanish-American literatures.

SPAN 532 19th Century Spanish Poetry and Drama (5)
The focus of this course will be upon the *Romanticismo* movement of poetry and drama of the 19th Century in Spain, including the works of such authors as Duque de Rivas, Antonio García Gutiérrez, Gustavo Adolfo Bécquer, José de Espronceda, and Rosalía de Castro.

SPAN 533 19th Century Spanish Novel and Essay (5)
The focus of this course will be upon the significant novels and essays of the literary schools and movements of the 19th Century in Spain, including realist and naturalist authors such as Ramón de Mesonero Romanos, Mariano José de Larra, Juan Valera, Vicente Blasco Ibáñez, Benito Pérez Galdós and Emilia Pardo Bazán.

SPAN 534 19th Century Spanish-American Poetry and Drama (5)
An overview of the development of ideas, aesthetic pronouncements and movements of the 19th Century, through the study of salient essayists and poets of the period.

SPAN 535 19th Century Spanish-American Novel and Essay (5)
Study of the 19th Century novel and essay in Spanish America, including works of major representative writers of the principal movements (Romanticism, Realism, Modernism) of the period.

SPAN 537 20th Century Spanish Poetry and Drama (5)
Principal playwrights, trends to present day; works by Benavente, García Lorca, Casona, Buero Vallejo and Sastre. Principal poets and their works, 1900 to present: Juan Ramón Jiménez, García Lorca, Alberti, Salinas, Jorge Guillén, and Gil de Biedma.

SPAN 538 20th Century Spanish Novel and Essay (5)
The 20th Century essay: Ortega y Gasset, Marañón, Dámaso Alonso, Julián Marías. The post-civil war novel: Camilo José Cela and the *Tremendismo*. The post-Franco novel; literary "postmodernism" and relationships between the essay and novel, politics and society since 1975; representative significant works.

SPAN 540 Second-Language Acquisition (5)
This course studies first-language acquisition, comparing and contrasting first- and second-language acquisition, and human learning in general. Other topics will include cognitive variations, personality, socio-cultural variables in language learning and multilingual societies and the goals of language teaching.

SPAN 541 Applied Linguistics to Second-Language Acquisition: From Theory to Practice (5)
This course will compare and contrast two languages and teach how to carry out error analysis. Emphasis will be placed on inter-language discourse analysis, the pragmatic functions of language, and the basics of second-language research and measurement.

SPAN 542 Spanish in the United States (5)
This course will include lexical, phonological, syntactic and semantic analyses of Spanish as it is actually spoken in the U.S. This course is especially useful for those who will be teaching, translating or working in any capacity with U.S. Spanish speakers.

SPAN 543 Seminar on Interpreting (5)
Introduction to the theory and practice of interpreting with special emphasis on the consecutive, simultaneous and "chuchotage" modes. This course will concentrate on legal and community interpreting.

SPAN 544 Technical Translation (5)
Theory and practice of the translation of legal, medical and other scientific documents. Special training in actual projects from the community and group translation will be carried out.

SPAN 545 Techniques and Methods of Teaching Spanish as a Second Language (5)
Advanced methods, techniques and skills necessary for teachers at the secondary and adult levels to promote culturally sensitive second-language instruction and development. Presentation of second-language development philosophy and theory will be covered.

SPAN 550 Mexican Society, 20th Century to Present (5)
In-depth study of the social, political, economic, religious, and artistic components of modern-day Mexico. Will include discussion of relations with the United States.

SPAN 551 Contemporary Caribbean and Central-American Society (5)
In-depth study of the social, political, economic, religious, and artistic components of the modern-day countries of the region. Will include discussion of relations with the United States.

SPAN 552 Contemporary Spanish Society (5)
In-depth study of the social, political, economic, religious, and artistic components of Modern-day Spain. Will include discussion of the balancing of relations with Hispanic America, the United States and the European Union.

SPAN 577 Special Topics in Spanish (1-5)
Studies in Spanish language, literature or culture. Course may be repeated with different topics.

SPAN 630 Medieval Spanish Literature (5)
An overview of Spanish Literature from the Mozarabic poetry, the "jarchas"; *Mester de Juglaría*, the epic poetry, the *Cantar del mío Cid*; the debates, *Razón de amor*; the *Mester de Clerecía*, Gonzalo de Berceo; the jocular prose of the *Libro de buen amor*; to the cultured poetry of the "Danza de la muerte," and the beginnings of the Spanish theatre of Juan del Encina and Lope de Rueda.

SPAN 631 Literature of the Golden Age (5)
An overview of outstanding Spanish works of the 16th and 17th Centuries: prose, poetry and theatre. To include, but not limited to the poetry of Góngora and Quevedo, the prose of Cervantes and the theatre of Lope, Tirso and Calderón.

SPAN 636 Modernismo (5)
Modernistic poetic motifs in verse and prose; early modernists: Rubén Darío and modernismo's plenitude; late modernists. Representative significant works.

SPAN 639 History of the Language (5)
Study of the evolution of the Spanish language from its Latin roots through the Romance dialectology of the Middle Ages up to the codification of modern Castilian and Latin American Spanish. The course will emphasize the socio-linguistic aspects of language change.

SPAN 677 Special Topics in Spanish (1-5)
Studies in Spanish language, literature or culture. Examples of topics are special features of grammar or linguistics, Cervantes' *Don Quijote*, and regional subcultures of Mexico. Course may be repeated with different topics.

SPAN 690 Comprehensive Examination (3)
A comprehensive three-part written examination on the graduate reading list covering linguistics, Spanish literature and culture, and Spanish-American literature and culture. May be repeated once. Prerequisite: Successful completion of the graduate course work.

SPAN 698 Directed Study in the Instruction of Spanish (1-5)
A class in the theory and methods of Spanish instruction. Supervised experience that may include practice teaching; developing, administering, and scoring examinations; leading small group discussions; tutoring; and directing students in researching term papers.

SPAN 699 Individual Graduate Study (1-5)
Investigation of an approved project leading to a written report. Project topic is selected in conference with a professor in the area of interest, regular meetings to be held. Offered on a credit, non-credit basis only.

Lower Division

THTR 101 Introduction to the Study of Theatre (5)
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. **GE C1**

THTR 195 Theatre Company (1)
Students meet periodically during the quarter for information sessions, guest artists, production strike and other department related activities that promote collaboration in the theatre. Offered on a credit, no-credit basis only.

THTR 200 Stage Management Practicum (2)
Practical work in stage management of a major departmental production.

THTR 201 Rehearsal and Performance (2)
Acting in major departmental stage productions. Entrance by audition: auditions open to all students.

THTR 202 Technical Theatre Production Laboratory (1)
Practical work in the various areas of technical theatre production (scenery, properties, costumes, makeup, lighting, sound, and marketing) during the pre-production period. Assignments made according to needs of the production.

THTR 203 Run of Show (1)
Practical work in the various areas of technical theatre production (stage management, scenery, properties, costumes, makeup, lighting, sound,) during the run of the show from technical rehearsals through strike. Assignments made according to needs of the production. Permission of instructor required.

THTR 206 Theatre for Youth Practicum (2)
Rehearsal, preparation and performance of a play for young audiences. Entrance by audition: auditions open to all students. Assignments made according to the needs of the production.

THTR 207 Touring Show (2)
Touring of the play for young audiences that was staged during the previous winter quarter. Performances at elementary schools throughout Kern County. Entrance by audition: auditions open to all students. Assignments made according to the needs of the production.

THTR 208 Improvisation (2)
Study and practice of techniques in comedy improvisation with an emphasis on the development of performance skills. May be repeated for credit. Prerequisite: THTR 232 or consent of instructor.

THTR 209 Theatre Festival (1)
Practical work in the running of a theatre festival for Kern County high school students. Offered on a credit, no-credit basis only.

THTR 210 ACTF Preparation (2)
Preparation for and participation in the Irene Ryan Acting Scholarship Auditions at the regional American College Theatre Festival. Students rehearse scenes and monologues for competition and attend festival workshops and performances. May be repeated for credit. Prerequisite: Consent of instructor.

THTR 221 Script Analysis (5)
The examination of dramatic literature as it relates to the work of the director, the actor and the designer.

THTR 232 Acting I (5)
Introduction and development of the actor as the physical, vocal, and creative tool of his/her work. Introduction of improvisation techniques, text analysis, and psychophysical techniques in scene study. **GE A1**

THTR 233 Acting II (5)
Development of material introduced in Acting I with an emphasis on movement in stage performance. Study and application of the acting theories, principles, and disciplines developed by Stanislavski, Hagen, Adler and others. Prerequisite: THTR 232.

THTR 234 Acting III (5)
Development of material introduced in Acting I and II with an emphasis on vocal technique in stage performance and the preparation of audition monologues. Prerequisite: THTR 232.

THTR 241 Stagecraft (5)
Techniques in construction of stage scenery and properties, including use of hand and power tools, working with wood, metal, plastic and paint, and reading technical drawings. Use of theatrical sound and lighting equipment. Combination of lecture and laboratory.

THTR 242 Stage Makeup (2)
Practical work in all types of theatrical makeup and mask-making.

THTR 251 Introduction to Technical Theatre and Design (5)
Survey of technical theatre production with emphasis on fundamentals of theatrical design, including projects in scenery, costumes and lighting. Prerequisite: THTR 241 or permission of instructor.

THTR 253 Stage Management (2)
Lecture/discussion course that enhances the student's ability to appreciate and understand the discipline of Stage Management. Students gain a working knowledge of the skills required to perform as a production stage manager for educational, community and professional theatre.

THTR 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 are designated before registration. May be repeated for different course content.

THTR 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.

THTR 295 Theatre Company (1)
Students meet periodically during the quarter for information sessions, guest artists, production strike and other department related activities that promote collaboration in the theatre. Offered on a credit, no-credit basis only.

THTR 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. [By petition only]

Upper Division

THTR 305 Creative Dramatics (5)
Introduction to the use of drama and creative play in the classroom and other social situations, including study of materials and methods. Combination of lecture, discussion, and projects.

THTR 307 Dramatic Literature for Children (5)
Introduction to plays and other literature suitable to be performed both by and for children; history and methods of interpretation, analysis and evaluation of material, and production practice.

THTR 311 Movement I (5)
Intensive study of techniques in movement and use of space in terms of characterization and interaction in performance. Prerequisite: THTR 234 or consent of instructor.

THTR 312 Movement II (5)
Advanced work in stage movement and physical characterization to include movement for period plays. Prerequisite: THTR 311 or consent of instructor.

THTR 321 Voice and Diction I (5)
Intensive study of techniques in vocal production and diction as well as the interpretation of dramatic dialogue. Emphasis is placed on the use of vocal technique in speaking Shakespeare's plays. Prerequisite: THTR 234 or consent of instructor.

THTR 322 Voice and Diction II (5)
Advanced work in vocal production and diction. Emphasis is placed on the use of vocal technique in period plays. Prerequisite: THTR 321 or consent of instructor.

THTR 351 Lighting Design (5)
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: THTR 251 or permission of instructor.

THTR 352 Scenic Design (5)
Fundamentals of scenic design, including history, theory of design, drafting, rendering, modeling, and practical application. Combination of discussion and analysis, studio and production experience. Prerequisite: THTR 251 or permission of instructor.

THTR 353 Costume Design (5)
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, studio and production experience. Prerequisites: THTR 251 or permission of instructor.

THTR 354 AutoCAD for the Theatre (5)
Introduction to the use of AutoCAD for the stage including procedures for the creation of technical drawings related to theatrical use. Hands-on experience in launching and setting up drawings, and using drafting and dimensioning tools within the computer environment. Basic techniques covered may be applied to other fields such as architecture and engineering.

THTR 361 Directing I (5)
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: THTR 221 or consent of instructor.

THTR 371 Ancient Passions (5)
Comprehensive survey of world theatre and drama from the classical period to the Middle Ages. Western and non-western plays, playwrights and performance traditions are examined. Lecture/discussion. Prerequisite: Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

THTR 372 Renaissance and Beyond (5)
Comprehensive survey of world theatre and drama from the Renaissance to the 19th century. Western and non-western plays, playwrights and performance traditions are examined. Lecture/discussion. Prerequisite: Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

THTR 381 Women Playwrights (5)
An examination of the contributions to dramatic literature by post 19thcentury women playwrights. Representative scripts by universally recognized playwrights are read and discussed. Plays are analyzed for their social point of view, as well as stylistic innovations. Prerequisite: ENGL 110 or equivalent. **GRE**

THTR 382 Contemporary Latina(o) Dramatic Literature (5)
This course examines Latina/o theatre and performance in the United States from the 1960s to the present. Students will read plays from the emerging Latina/o canon while integrating supplementary texts including reviews, critical analyses, essays, and theoretical studies examining plays, playwrights, and performances. Plays will be analyzed and discussed as a means of expanding students' knowledge and understanding of contemporary American theatre and how and why Latina/o voices add to the diversity of American theatre.

THTR 383 African American Playwrights (5)
This course will explore the development and contributions African American/Black American playwrights have achieved on the American stage, focusing on the twentieth century. Emphasis is placed on the political, social, and artistic values of each play read. Prerequisite: ENG 110 or equivalent. **GRE**

THTR 385 Modern Drama (5)
Development of the theatre in the modern period, from the advent of naturalism to the contemporary mixture of realistic and nonrealistic styles. Prerequisite: Completion of General Education Areas A, B4, and C, and upper division status. **GE T2**

THTR 395 Theatre Company (1)
Students meet periodically during the quarter for information sessions, guest artists, production strike and other department related activities that promote collaboration in the theatre. Offered on a credit, no-credit basis only.

THTR 400 Stage Management Practicum (2)
Practical work in stage management of a major departmental production.

THTR 401 Rehearsal and Performance (2)
Acting in major departmental stage productions. Entrance by audition: auditions open to all students.

THTR 402 Technical Theatre Production Laboratory (1)
Practical work in the various areas of technical theatre production (scenery, properties, costumes, makeup, lighting, sound, and marketing) during the pre-production period. Assignments made according to needs of production.

THTR 403 Run of Show (1)
Practical work in the various areas of technical theatre production (stage management, scenery, properties, costumes, makeup, lighting, sound,) during the run of the show from technical rehearsals through strike. Assignments made according to needs of production. Permission of instructor required.

THTR 404 Playwriting (5)
Experimental writing, investigation, and discussion of plays and the creative process, with individual and group analysis of student work. May be repeated for credit.

THTR 405 Theatre for Youth (5)
Theory and practice of producing theatre for children-both performing for young audiences and working with young performers in schools, churches and youth organizations. Includes selection and adaptation of material, auditioning, rehearsing, directing, technical support and promotion. Combination of lecture, discussion, and production.

THTR 406 Theatre for Youth Practicum (2)
Rehearsal, preparation and performance of a play for young audiences. Entrance by audition: auditions open to all students. Assignments made according to the needs of the production.

THTR 407 Touring Show (2)
Touring of the play for young audiences that was staged during the previous winter quarter. Performances at elementary schools throughout Kern County. Entrance by audition: auditions open to all students. Assignments made according to the needs of the production.

THTR 408 Improvisation (2)
Study and practice of techniques in comedy improvisation with an emphasis on the development of performance skills. May be repeated for credit. Prerequisite: THTR 232 or consent of instructor.

THTR 409 Theatre Festival (1)
Practical work in the running of a theatre festival for Kern County high school students. Offered on a credit, no-credit basis only.

THTR 410 Auditioning for the Theatre (2)
Preparation for theatre and graduate school auditions. Topics include selecting appropriate audition material, assembling a resume, choosing a headshot, and writing cover letters. Students will present audition packages and incorporate suggestions into their performances. Prerequisite: THTR 232 or consent of instructor.

THTR 411 Dialects and the IPA (2)
An introduction to the International Phonetic Alphabet and its application to the study and acquisition of dialects and accents. Students will perform dramatic text requiring a dialect or accent. Prerequisite: THTR 232 or consent of instructor.

THTR 421 Scene Study (5)
Advanced work in the preparation, rehearsal, and performance of scenes from modern and contemporary dramatic texts. Emphasis is placed on the actor's process of role development. Prerequisite: THTR 311 or 321, or consent of the instructor.

THTR 461 Directing II (5)
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: THTR 361.

THTR 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 are designated before registration. May be repeated for different course content.

THTR 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.

THTR 491 Senior Project: Research (2)
In consultation with the instructor, research and preparation for a project in theatrical performance, writing, design, playwriting, stage management, marketing, dramaturgy, history or criticism to be completed under THTR 492. Prerequisite: Senior Standing.

THTR 492 Senior Project: Production (2)
Under the supervision of the instructor, realization of a project in theatrical performance, writing, design, playwriting, stage management, marketing, dramaturgy, history or criticism that shows to best advantage the skills of the individual as a Theatre major. THTR 492 must be completed during the quarter immediately following the completion of THTR 491. Prerequisite: Successful completion of THTR 491.

THTR 495 Theatre Company (1)
Students meet periodically during the quarter for information sessions, guest artists, production strike and other department related activities that promote collaboration in the theatre. Offered on a credit, no-credit basis only.

THTR 496 Internship (1-5)
Internships may be arranged by the department with various theatres. Placement, hours in the field and academic requirements (e.g., conferences, readings, reports) are arranged in consultation with the work supervisor and the faculty liaison. Offered on a credit, no-credit basis only. [By petition only]

THTR 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. [By petition only]

Abouelnasr, Dana (2012)
Associate Professor of Physics and Engineering
BS, University of Missouri; MPH, Emory University; MS, PhD, Georgia Institute of Technology

Abu-Lughod, Reem (2006)
Associate Professor of Criminal Justice
BS, MA, PhD, University of Texas at Arlington

Adjaye, Sophia (1993)
Professor of English
BA, University of Ghana; MA, PhD, University of London

Andrews, Graham (2012)
Assistant Professor of Geological Sciences
MGeol, PhD, University of Leicester, UK

Alali, Andy O. (1989)
Professor of Communications
BA, Alabama A&M University; MA, Murray State University; PhD, Howard University

Alexander, Johanna A. (1982)
Librarian
BA, California State University, Fresno; MLS, University of California, Los Angeles; MBA, California State University, Bakersfield

Anderson-Facile, Doreen (2005)
Associate Professor of Sociology
BA, Hamline University; MA, PhD, University of California, Riverside

Armentor-Cota, Janet (2006)
Associate Professor of Sociology
BA, University of Louisiana at Lafayette; MA, PhD, Syracuse University

Asher, Curtis (1998)
Interim Dean of University Library; Associate Librarian
BA, Western Washington University; MLS, University of Texas

Attaran, Mohsen (1984)
Professor of Operations Management
BA, College of Mass Communication; MS, Northrop University; PhD, Portland State University

Ault, Michael (1999)
Associate Professor of Political Science
BA, California State University, San Bernardino; MA, University of Dallas; PhD, University of North Texas

Ayuso, Monica (1995)
Professor of English
BA, Instituto Superior del Profesorado; MEd, University of North Florida; MA, PhD, University of Florida

Bacon, Steven (1994)
Chair and Professor of Psychology
BA, University of California, Los Angeles; PhD, University of Minnesota

Bae, Benjamin B. (2007)
Professor of Accounting and Finance
BA, Hankuk University of Foreign Studies, Korea; MS, California State University, Sacramento; PhD, Temple University

Baker, Mark (2005)
Associate Professor of History
BA, MA, University of Alberta; PhD, Harvard University

Barefield, LaShawn (2000)
Student Services Professional, Academic Related II
BA, University of California, Los Angeles; MA, Loyola-Marymount University

Baron, Dirk (1997)
Professor of Geology
BS, Freie Universität Berlin; MS, Portland State University; PhD, Oregon Graduate Institute of Science and Technology

Bartholomew, Barbara (2005)
Associate Professor of English
BA, San Diego State University; MS, Polytechnic Institute of New York; PhD, New York University

Bell, Tamekia (2012)
Assistant Professor of Advanced Education
BA, Winthrop University; MA, East Tennessee State University; PhD, Old Dominion University

Betty, L. Stafford (1972)
Professor of Religious Studies
BS, Spring Hill College; MA, University of Detroit; MA, PhD, Fordham University

Bidgoli, Hossein (1983)
Professor of Management Information Systems
BA, Tehran Business College; MS, Colorado State University; PhD, Portland State University

Boone, Tanya (2003)
Associate Professor of Psychology
BA, University of Washington; MA, University of Arizona; PhD, Pennsylvania State University

Boschini, Debbie (2005)
Chair and Associate Professor of Nursing
BSN, MSN, California State University, Bakersfield

Byrd, Gary W. (1980)
Professor of Communications (FERP)
BA, MA, PhD, University of Oklahoma

Cabrales Arriaga, Luis (2012)
Assistant Professor of Physics and Engineering
BS, Instituto de Estudios Superiores de Tamaulipas, Mexico; MS, PhD, Texas Tech University

Campagna-Pinto, Stephen (2005)
Associate Professor of Philosophy and Religious Studies
BA, MA, PhD, Harvard University; MTS, Harvard Divinity School

Carlisle, Robert (1987)
Professor of English
BA, University of Washington; MA, InterAmerican University; MA, PhD, University of Illinois

Carter, E. Vincent (2005)
Associate Professor of Management and Marketing
BIA, Kettering University; MBA, Columbia University; PhD, George Washington University

Case, Emerson (2002)
Professor of English
BS, MA, University of North Dakota; PhD, Ball State University

Choi, Jong (2003)
Chair and Associate Professor of Social Work
BSW, Busan National University, Korea; MSW, West Virginia University; PhD, University of South Carolina

Choi, Yong (2002)
Associate Professor of Management and Marketing
BE, MA, Myongji University; MBA, Ohio State University; PhD, University of Nebraska

Clark, Stanley E. (1972)
Chair and Professor of Political Science (FERP)
BA, Colgate University; MA, Pennsylvania State University; PhD, University of Pennsylvania

Coley, Soraya M. (2005)
Provost and Vice President of Academic Affairs
BA, Lincoln University; MSW, PhD, Bryn Mawr College

Commuri, Chandrasekhar (2001)
Professor of Public Administration
BA, Osmania University; MA, University of Hyderabad; PhD, University of Southern California, Los Angeles

Commuri, Gitika (2006)
Associate Professor of Political Science
BA, Osmania University, India; MA, University of Hyderabad, India; MPhil, University of Hyderabad, India; PhD, University of Southern California, Los Angeles

Cook-Hirai, Debra (2002)
Associate Professor of Advanced Education (FERP)
BS, State University College of New York; ME, University of Nevada; PhD, University of Southern California

Danforth, Melissa (2006)
Associate Professor of Computer Science
BS, California State University, Bakersfield; MS, PhD, University of California, Davis

Daniels, R. Steven (2000)
Chair and Professor of Public Administration
BS, Southern Oregon College; MS, PhD, University of Oregon

Davis, John Douglas (1982)
Professor of Music (FERP)
BM, University of Tennessee; MA, PhD, Harvard University

Deegan, Jess (1993)
Professor of Psychology
BA, California State University, Bakersfield; PhD, University of California, Santa Barbara

Dirkse, John P. III (1980)
Director of Academic Operations and Support; Professor of Mathematics
BS, University of Wisconsin; MS, PhD, Purdue University

Dodd, Douglas (2002)
Associate Professor of History
BA, Lewis and Clark College; MA, PhD, University of California, Santa Barbara

Doucet, Mary (1998)
Chair of Accounting and Finance; Professor of Accounting
BS, MA, PhD, University of Arizona

Doucet, Thomas (1998)
Professor of Finance
BA, Massachusetts College of Pharmacy; MBA, University of New Hampshire; PhD, University of Georgia

Dugan, Rhonda E. (2005)
Associate Professor of Sociology
BA, MA, Illinois State University; PhD, University of Illinois at Chicago

Duran, Anne (2001)
Professor of Psychology
BA, Metropolitan State College of Denver; MA, PhD, New Mexico State University

Dzyubenko, Alexander (2002)
Professor of Physics and Geology
MS, PhD, Moscow State University

Eicher, Chris (2003)
Associate Professor of Theatre
BFA, Western Carolina University; MFA, Western Illinois University

El-Ansary, Mohamed G. (1983)
Professor of Mathematics (FERP)
BS, Cairo University, Egypt; MS, PhD, Michigan State University

Elhusseiny, Mahdy F. (2007)
Associate Professor of Accounting and Finance
BA, Zagazig University; MA, PhD, Old Dominion University

Ellwanger, Steven (2012)
Assistant Professor of Criminal Justice
BA, MPA, University of Nevada; PhD, Washington State University

Emery, John (2008)
Dean of School of Business and Public Administration: Professor of Accounting and Finance
BA, MBA, University of Denver; PhD, University of Washington

Evans, Mark O. (1978)
Chair and Professor of Economics (FERP)
BA, New Mexico State University; PhD, University of New Mexico

Fernandez-Ulloa, Teresa (2003)
Associate Professor of Modern Languages and Literatures
PhD, University of Deusto, Bilbao

Ferrell, René (1999)
Associate Professor Emeritus of Music
BFA, MA, University of Texas; PhD, University of North Texas

Fiedler, Joseph (1989)
Professor of Mathematics
BA, Harvard College; MS, PhD, Ohio State University

Flachmann, Kim (1978)
Professor of English
BA, Washington University; MA, MFA, PhD, 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 (FERP)
BS, Saint Norbert College; MS, PhD, Purdue University

Fong, Robert (1991)
Professor of Criminal Justice
BA, Augustana College; MPA, University of South Dakota; PhD, Sam Houston State University

Friedman, Bruce (2007)
Professor of Social Work
BA, Case Western Reserve University; MSW, Washington University; PhD, Case Western Reserve University

Frye, Steven (2001)
Professor of English
BS, MA, California State University, Northridge; PhD, Purdue University

Gall, Jason A. (2007)
Head Coach of Women's Water Polo
BS, University of Southern California; MPE, Azusa Pacific University

Gamboa, Steven (2007)
Associate Professor of Philosophy and Religious Studies
BA, Claremont McKenna College; MA, Universidad de Navarra (Spain); MN, University College Cork (Ireland); PhD, Claremont Graduate University

Garcia, Augustine (1986)
Professor of Elementary and Bilingual Education (FERP)
BA, California State University, Fresno; MA, PhD, University of New Mexico

Gasparyan, Vladimir (2001)
Professor of Physics and Geology
PhD, Institute of Radio-physics and Electronics of Armenian's National Academy of Science

Gavin, Christy (1977)
Librarian
BA, California State University, Sacramento; MLS, University of Southern California; MA, California State University, Bakersfield

Gebauer, Andreas (2003)
Chair and Associate Professor of Chemistry
MS, University of Cologne, Germany; PhD, University of Texas

Germano, David (2000)
Director of the Environmental Studies Area and Facility for Animal Care and Treatment; Professor of Biology
BA, California State University, Northridge; MS, University of Arizona; PhD, University of New Mexico

Gilchrist, Kathleen (2001)
Professor of Nursing
BS, San Jose State University; MS, University of Texas; PhD, University of Colorado

Gillespie, Janice (1990)
Professor of Physics and Geology
BS, Bemidji State University; MS, SD School of Mines and Technology; PhD, University of Wyoming

Gobalet, Kenneth (1986)
Professor of Biology (FERP)
BS, MA, PhD, University of California, Davis

Gove, David (1989)
Professor of Mathematics
BA, Dartmouth College; MA, PhD, University of California, San Diego

Grammy, Abbas P. (1989)
Professor of Economics
BA, Teheran College of Insurance; MA, PhD, University of Colorado

Gubkin-Malicdem, Liora (2005)
Associate Professor of Philosophy and Religious Studies
BA, University of Missouri; MA, Temple University; PhD, University of Southern California, Los Angeles

Haddad, Kamel (1992)
Associate Dean of School of Natural Sciences and Mathematics; Professor of Mathematics
BS, Georgia Institute of Technology; MA, PhD, University of Maryland

Haney, Joel (2006)
Associate Professor of Music
BM, Saint Olaf College; MA, University of Minnesota; PhD, Yale University

Hansen, Christopher (2008)
Head Coach of Men's Swimming
BA, Rowan University; MA, East Carolina University

Harrie, Jeanne (1976)
Chair of History; Professor of European History
BA, Seattle University; MA, PhD, University of California, Riverside

Hartlep, Karen L. (1976)
Professor of Psychology
BA, Dickinson College; MA, PhD, University of New Hampshire

Harville, Michael L. (2005)
Student Services Professional, Academic Related II
BA, MA, California State University, Bakersfield; MA, PhD, California School of Professional Psychology, Fresno

Hecht, Laura (1996)
Professor of Sociology
BS, MA, University of Wisconsin; PhD, Indiana University

Hedden, Amy (2005)
Associate Professor of Nursing
BS, Alfred University; MS University of Florida

Hegde, S. Aaron (2005)
Associate Professor of Economics
BA, University of W. Ontario, Canada; MA, University of Missouri; PhD, North Carolina State University

Heintz, Phyllis (2012)
Assistant Professor of Nursing
BS, Seattle University; MNA University of Washington; MA, PhD, Fielding Graduate University

Hemphill, Brian (2001)
Professor of Anthropology
BS, Portland State University; MS, PhD, University of Oregon

Henry, Patricia (1999)
Associate Professor of Social Work
BSW, Washburn University; MSW, University of Kansas

Holloway, Kristine L. (2005)
Associate Librarian
BA, University of California, Riverside; MLIS, San Jose State University

Horton, Robert A. (1986)
Chair and Professor of Geology
BS, State University of New York, Binghamton; MS, University of Tennessee; PhD, Colorado School of Mines

Howell, Christina (2000)
Associate Professor of Child Development
BA, Hendrix College; MS, PhD, University of Alabama

Hudson, Glenda (1988)
Professor of English
BA, Leeds University, England; MA, PhD, Vanderbilt University

Hudson, Samuel (2002)
Associate Professor of Chemistry
BS, MS, California State University, Fresno; PhD, University of California, Santa Cruz

Hughes, Ron (1989)
Associate Professor of Teacher Education
BS, MA, California State University, Bakersfield; PhD, Kansas State University

Hultsman, John (2004)
Professor of Public Administration
BGS, University of Kansas; MS, University of Missouri; ReD, Indiana University

Hutcherson, Norman (2000)
Senior Assistant Librarian
BA, California State Polytechnic University; MLS, University of Hawaii

Ishida, Theodore Ken (1988)
Assistant Professor of Psychology
BA, Pitzer College, Claremont; MA, PhD, Case Western Reserve University

Iyasere, Marla M. (1974)
Professor of Communications (FERP)
BA, Wells College; MA, PhD, State University of New York

Iyasere, Solomon O. (1972)
Professor of English
BA, MS, PhD, State University of New York

Jackson, Debra (2005)
Associate Professor of Philosophy
BA, Middle Tennessee State University; MA, PhD, Purdue University

Jackson, Elizabeth (1989)
Professor of Communications
BA, University of California, Los Angeles; MA, Fisk University; MA, PhD, Northwestern University

Jacobsen, Anna L. (2010)
Assistant Professor of Biology
BS, Pepperdine University; PhD, Michigan State University

Jafarzadeh, Saeed (2012)
Assistant Professor of Computer and Electrical Engineering and Computer Science
BS, University of Tehran, Iran; MS, Iran University of Science and Technology; PhD, University of Nevada

Joo, Hee-Jong (2011)
Chair and Professor of Criminal Justice
BA, Korea University; MA, PhD, University of Texas

Kebede, Alemseghed (2000)
Professor of Sociology
BA, Addis Ababa University; MA, MS, PhD, Oklahoma State University

Kegley, Jacquelyn A. (1973)
Chair of Academic Senate; chair of Philosophy and Religious Studies; Professor of Philosophy
BA, Allegheny College; MA, Rice University; PhD, Columbia University

Kelsey, Craig (2006)
Interim Associate Vice President for Antelope Valley Campus;
Dean of Extended University
BS, University of Utah; MS, University of Maryland; PhD, University of New Mexico

Kemnitz, Carl (1998)
Associate Vice President for Academic Programs; Professor of Chemistry
BA, Occidental College; PhD, University of Wisconsin

Kernen, William C. (2007)
Head Coach of Men's Baseball
BA, University of Redlands

Kloock, Carl (2002)
Professor of Biology
BS, MS, University of California, Davis; PhD, Michigan State University

Ko, Yangsuk (2003)
Associate Professor of Mathematics
BS, Seoul National University, Korea; MS, PhD, Purdue University, Indiana

Kohl, Joyce (1988)
Chair of Art; Professor of Studio Art
BS, Empire State College; MA, California State University, Fullerton

Kohli, Vandana (1991)
Professor of Sociology
BA, Lucknow University; MA, Punjab University; PhD, Michigan State University

Konya, Jeffrey (2010)
Director of Athletics
BA, Princeton University; JD, University of Iowa

Krugh, William (2012)
Assistant Professor of Geological Sciences
BS, The Pennsylvania State University; MS, Oregon State University; PhD, Swiss Federal Institute of Technology

LaFever, Roy (1996)
Associate Professor of Chemistry
BS, Humboldt State University; PhD, Washington State University

LaGue, Kristine (2005)
Associate Professor of Teacher Education
BA, MA, California State University, Bakersfield; PhD, University of California, Santa Barbara

Lam, Cheuk Ying (2003)
Associate Professor of Mathematics
BS, MS, PhD, University of Waterloo, Canada

Larson, Rebecca (1988)
Professor of Mathematics
BA, Westmont College; MS, PhD, University of California, Riverside

Larson-McKay, Cary (1997)
Associate Professor of Child Development (FERP)
BA, Westmont College; MS, University of California, Riverside; PhD, Claremont Graduate School

Lauer, Antje (2007)
Associate Professor of Biology
MS, Carl-von-Ossietzky University, Germany; PhD, Institute for Marine Sciences, Germany

Lee, Yeunjoo (2001)
Associate Professor of Special Education
BA, Hankuk University of Foreign Studies; MA, MEd, PhD, University of Georgia

Leon, Matthew (2006)
Associate Professor of Psychology
BA, MA, PhD, University of California, Los Angeles

Li, Wei (2001)
Professor of Computer Science
BS, MS, Northern Jiaotong University; PhD, University of Saarland

Lopez, Karlo (2011)
Assistant Professor of Chemistry
BS, California State University, Bakersfield; MS, University of Arizona; PhD, Clark University

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