THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

1979-81 CATALOG

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Margaret Walker

California State College, Bakersfield

GENERAL CATALOG

of

CALIFORNIA STATE COLLEGE, BAKERSFIELD

Fall, Winter, and Spring Quarters

1979–80 and 1980–81

NOTE: All announcements herein are subject to revision without previous notice

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 and Colleges, by the Chancellor or designee of The California State University and Colleges, or by the President or designee of the institution. Further, it is not possible in a publication of this size to include all of the rules, policies and other information which pertain to the student, the institution, and The California State University and Colleges. More current or complete information may be obtained from the appropriate department, school, or administrative office.

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

INSTITUTIONAL AND FINANCIAL ASSISTANCE INFORMATION

The following information concerning student financial assistance may be obtained from the Associate Dean, Financial Aids, 9001 Stockdale Hwy., Bakersfield, Ca. 93309; (805) 833-3014:

1. Student financial assistance programs available to students who enroll at California State College, Bakersfield;
2. The method by which such assistance is distributed among student recipients who enroll at California State College, Bakersfield;
3. The means, including forms, by which application for student financial assistance is made; the requirement for accurately preparing such applications; and the review standards employed to make awards for student financial assistance; and
4. The rights and responsibilities of students receiving financial assistance.

The following information concerning the cost of attending California State College, Bakersfield is available from the Associate Dean, Admissions and Records, 9001 Stockdale Hwy., Bakersfield, Ca. 93309; (805) 833-2160. This information includes:

1. Tuition fees;
2. Estimated costs of books and supplies;
3. Estimates of typical student room and board costs or typical community costs; and
4. Any additional costs of the program in which the student is enrolled or expresses a specific interest.

Information concerning the refund policy of California State College, Bakersfield for the return of unearned tuition and fees or other refundable portions of costs is available from the Business Office, 9001 Stockdale Hwy., Bakersfield, Ca. 93309; (805) 833-2178.

Information concerning the academic programs of California State College, Bakersfield may be obtained from the Office of the Vice President, 9001 Stockdale Hwy., Bakersfield, Ca. 93309; (805) 833-2154. This information may include:

1. The current degree programs and other educational and training programs;
2. The instructional, laboratory, and other physical plant facilities which relate to the academic program;
3. The faculty and other instructional personnel; and
4. Data regarding student retention at California State College, Bakersfield and, if available, the number and percentage of students completing the program in which the student is enrolled or expresses interest.

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1979

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ACADEMIC CALENDAR 1979–80

FALL QUARTER 1979

September 10	Orientation
September 11–12	Registration
September 13	Classes begin
September 20	Last day to add classes; last day of late registration; last day to change between audit and letter grading
September 21	Last day to apply for fall 1979 graduation
October 3	Last day to change between credit, no-credit and letter grading; last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
October 22–November 2	Academic advising and preregistration period for continuing students
November 1	Last day to withdraw from classes for a serious and compelling reason
November 12	Holiday, Veterans' Day
November 22–23	Holiday, Thanksgiving
November 26	Last day of classes
November 27–December 1	Examination period
December 3–January 6	Christmas vacation

WINTER QUARTER 1980

January 7	Orientation of new students and registration
January 8	Classes begin
January 15	Last day to add classes; last day of late registration; last day to change between audit and letter grading
January 16	Last day to apply for winter 1980 graduation
January 28	Last day to change between credit, no-credit and letter grading; last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
February 14–28	Academic advising and preregistration for continuing students
February 18	Holiday, Washington's Birthday
February 26	Last day to withdraw from classes for a serious and compelling reason
March 18	Last day of classes (Monday class schedule)
March 19, 20, 21, 22	Examination period
March 24–30	Spring vacation

SPRING QUARTER 1980

March 31	Orientation of new students and registration
April 1	Classes begin
April 8	Last day to add classes; last day of late registration; last day to change between audit and letter grading
April 10	Last day to apply for graduation for June Commencement
April 21	Last day to change between credit, no-credit and letter grading; last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
April 30–May 9	Academic advising and preregistration period for continuing students
May 20	Last day to withdraw from classes for a serious and compelling reason
May 26	Holiday, Memorial Day
June 10	Last day of classes (Monday class schedule)
June 11	Last day for completion of work by master's candidates to graduate at June Commencement
June 11, 12, 13, 14	Examination period
June 14	Commencement

SUMMER 1980

First Session	June 23–August 1 (June 27 last day to apply for summer session graduation)
Second Session	August 4–August 22

ACADEMIC CALENDAR 1980–81

FALL QUARTER 1980

September 15	Orientation
September 16–17	Registration
September 18	Classes begin
September 25	Last day to add classes; last day of late registration; last day to change between audit and letter grading
September 26	Last day to apply for fall 1980 graduation
October 8	Last day to change between credit, no-credit and letter grading; last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
October 27–November 7	Academic advising and preregistration period for continuing students
November 6	Last day to withdraw from classes for a serious and compelling reason
November 11	Holiday, Veterans' Day
November 27–28	Holiday, Thanksgiving
December 1	Last day of classes (Tuesday class schedule)
December 2–6	Examination period
December 8–January 2	Christmas vacation

WINTER QUARTER 1981

January 5	Orientation of new students and registration
January 6	Classes begin
January 13	Last day to add classes; last day of late registration; last day to change between audit and letter grading
January 15	Last day to apply for winter 1981 graduation
January 26	Last day to change between credit, no-credit and letter grading; last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
February 9–25	Academic advising and preregistration for continuing students
February 16	Holiday, Washington's Birthday
February 25	Last day to withdraw from classes for a serious and compelling reason
March 17	Last day of classes (Monday class schedule)
March 18–21	Examination period
March 23–27	Spring vacation

SPRING QUARTER 1981

March 30	Orientation of new students and registration
March 31	Classes begin
April 7	Last day to add classes; last day of late registration; last day to change between audit and letter grading
April 10	Last day to apply for graduation for June Commencement
April 20	Last day to change between credit, no-credit and letter grading; last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
April 27–May 6	Academic advising and preregistration period for continuing students
May 19	Last day to withdraw from classes for a serious and compelling reason
May 25	Holiday, Memorial Day
June 9	Last day of classes (Monday class schedule)
June 10	Last day for completion of work by master's candidates to graduate at June Commencement
June 10–13	Examination period
June 13	Commencement

SUMMER 1981

First Session	June 22–July 31 (June 26 last day to apply for summer session graduation)
Second Session	August 3–August 21

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

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

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

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

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

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

Presently, under the system's "New Approaches to Higher Education," the campuses are implementing a wide variety of innovative programs to meet the changing needs of students and society. Among pilot programs under way are instructional television projects, self-paced learning plans, minicourses, and credit-by-examination alternatives. *The Consortium of The California State University and Colleges* fosters and sponsors local, regional, and statewide external degree and certificate programs to meet the needs of individuals who find it difficult or impossible to attend classes on a campus.

Enrollments in fall 1978 totaled over 300,000 students, who were taught by a faculty of 17,500. Last year the system awarded over 53 percent of the bachelor's degrees and 33 percent of the master's degrees granted in California. Almost 700,000 persons have been graduated from the nineteen campuses since 1960.

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

EX OFFICIO TRUSTEES

The Honorable Edmund G. Brown Jr. ..... State Capitol
Governor of California ..... Sacramento 95814

The Honorable Mike Curb ..... State Capitol
Lieutenant Governor of California ..... Sacramento 95814

The Honorable Leo McCarthy ..... State Capitol
Speaker of the Assembly ..... Sacramento 95814

The Honorable Wilson C. Riles ..... 721 Capitol Mall
State Superintendent of Public Instruction ..... Sacramento 95814

Dr. Glenn S. Dumke ..... 400 Golden Shore Drive
Chancellor of The California State ..... Long Beach 90802
University and Colleges

APPOINTED TRUSTEES

Appointments are for a term of eight years, except for a student Trustee and alumni Trustee whose terms are for two years. Names are listed in order of appointment to the Board.

Mr. Richard A. Garcia (1979)
31851 E. Nine Dr., Laguna Niguel 92677

Mr. Charles Luckman (1982)
9220 Sunset Blvd., Los Angeles 90069

Mr. Roy T. Brophy (1980)
2160 Royale Rd., Suite 20, Sacramento 95815

Mrs. C. Stewart Ritchie (1980)
1064 Creek Dr., Menlo Park 94025

Mr. Frank P. Adams (1981)
235 Montgomery St., San Francisco 94104

Mr. Dean S. Lesher (1981)
P.O. Box 5166, Walnut Creek 94598

Dr. Claudia H. Hampton (1982)
450 N. Grand, Room G353, Los Angeles 90012

Dr. Mary Jean Pew (1983)
2021 North Western Ave., Los Angeles 90027

Mr. Willie J. Stennis (1983)
3947 Landmark, Culver City 90230

Dr. Juan Gómez-Quiñones (1984)
Professor, History Department, University of California, Los Angeles
405 Hilgard Ave., Los Angeles 90024

John F. O'Connell (1980)
P.O. Box 3965, San Francisco 94119

Ms. Blanche C. Bersch (1984)
219 South La Cienega
Suite 410
Beverly Hills 90211

Mr. Michael R. Peevey (1985)
215 Market St., Suite 930
San Francisco 94105

Mr. John F. Crowley (1985)
3068 16th St., San Francisco 94103

Ms. Wallace Albertson (1986)
1618 Sunset Plaza Dr., Los Angeles 90069

Mr. Eli Broad (1986)
10801 National Blvd., Los Angeles 90064

Mr. Keven Gallagher (1980)
CSC, San Bernardino
5500 State College Parkway, San Bernardino 92407

Mr. Donald Livingston (1987)
550 S. Flower St.
Los Angeles 90071

OFFICERS OF THE TRUSTEES

Governor Edmund G. Brown Jr.
President

Mr. Michael Peevey
Vice Chairman

Dr. Claudia Hampton
Chairman

Chancellor Glenn S. Dumke
Secretary-Treasurer

OFFICE OF THE CHANCELLOR
The California State University and Colleges
400 Golden Shore
Long Beach, California 90802
(213) 590-5506

Dr. Glenn S. Dumke ..... Chancellor
Mr. Harry Harmon ..... Executive Vice Chancellor
Mr. D. Dale Hanner ..... Vice Chancellor, Business Affairs
Dr. Alex C. Sherriffs ..... Vice Chancellor, Academic Affairs
Dr. Marjorie Downing Wagner ..... Vice Chancellor, Faculty and Staff Affairs
Mr. Mayer Chapman ..... General Counsel

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

California State College, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93309
Dr. Jacob P. Frankel, President
(805) 833-2011

California State University, Chico
1st & Normal Streets
Chico, California 95929
Dr. Robert L. Fredenburg, President
(916) 895-5011

California State University, Dominguez Hills
Carson, California 90747
Dr. Donald R. Gerth, President
(213) 515-3300

California State University, Fresno
Shaw and Cedar Avenues
Fresno, California 93740
Dr. Norman A. Baxter, President
(209) 487-9011

California State University, Fullerton
Fullerton, California 92634
Dr. L. Donald Shields, President
(714) 870-2011

California State University, Hayward
Hayward, California 94542
Dr. Ellis E. McCune, President
(415) 881-3000

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

California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840
Dr. Stephen Horn, President
(213) 498-4111

California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032
Dr. James M. Rosser, President
(213) 224-0111

California State University, Northridge
18111 Nordhoff Street
Northridge, California 91330
Dr. James W. Cleary, President
(213) 885-1200

California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, California 91768
Dr. Hugh O. LaBounty, Jr., President
(714) 598-4592

California State University, Sacramento
6000 J Street
Sacramento, California 95819
Dr. W. Lloyd Johns, President
(916) 454-6011

California State College, San Bernardino
5500 State College Parkway
San Bernardino, California 92407
Dr. John M. Pfau, President
(714) 887-7201

San Diego State University
5300 Campanile Drive
San Diego, California 92182
Dr. Thomas B. Day, President
(714) 286-5000

Imperial Valley Campus
720 Heber Avenue
Calexico, California 92231
(714) 357-3721

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132
Dr. Paul F. Romberg, President
(415) 469-2141

San Jose State University
125 South Seventh Street
San Jose, California 95192
Dr. Gail Fullerton, President
(408) 277-2000

California Polytechnic State University, San Luis Obispo
San Luis Obispo, California 93407
Dr. Warren J. Baker, President
(805) 546-0111

Sonoma State College
1801 East Cotati Avenue
Rohnert Park, California 94928
Dr. Peter Diamandopoulos, President
(707) 664-2880

California State College, Stanislaus
800 Monte Vista Avenue
Turlock, California 95380
Dr. A. Walter Olson, President
(209) 633-2122

CALIFORNIA STATE COLLEGE, BAKERSFIELD

ADVISORY BOARD

Fred Andrew ..... Bakersfield
Frank Armstrong ..... Tehachapi
Mrs. Donald Camp ..... Shafter
Ralph Carpenter ..... Delano
Mrs. Rayburn Dezember ..... Bakersfield
Richard E. Frasch, Jr. ..... Bakersfield
Kenneth Frick ..... Arvin
Mrs. Harold Matlock ..... Bakersfield
Mrs. R. B. Montgomery ..... Bakersfield
Edward H. Shuler ..... Bakersfield
M. L. Smith ..... Mojave
Dr. Anthony Tarango ..... Bakersfield
Milton M. Younger ..... Bakersfield

FOUNDATION BOARD

Robert W. Bennett ..... Porterville
John Brock ..... Bakersfield
Bruce F. Bunker ..... Bakersfield
James L. Burke ..... Bakersfield
Curtis Darling ..... Bakersfield
Dr. John L. Forney ..... Bakersfield
Dr. Jacob P. Frankel ..... Bakersfield
Mrs. Richard E. Frasch, Sr. ..... Bakersfield
Albert H. Holloway ..... Wasco
Edwards Hopple ..... Bakersfield
Jimmie Icardo ..... Bakersfield
Dr. Clifford Loader ..... Delano
Jack Maguire ..... Bakersfield
Hugh C. Mays ..... Taft
Mrs. William E. Moore, Jr. ..... Bakersfield
Honorary Members of the Board:
Louis R. Deadrich ..... Bakersfield
Henry C. Mack ..... Bakersfield

ADMINISTRATIVE OFFICERS

President ..... Jacob P. Frankel,
Ph.D., University of California, Los Angeles
Director of Public Affairs and Development ..... Sidney L. Sheffield,
B.A., California State College, Long Beach
Director of Center for Professional Development ..... Jill Wilson,
Ph.D., Michigan State University
Assistant to the President for Planning ..... Daniel V. Taylor,
Ed.D., Illinois State University
Secretary to the President ..... Esther Craig

INSTRUCTION

Vice President ..... Philip M. Rice
Ph.D., University of North Carolina, Chapel Hill
Dean, School of Arts and Sciences ..... John R. Coash,
Ph.D., Yale University
Provost, Academic Village ..... James H. George,
Ph.D., University of Wisconsin, Madison
Administrative Aid to the Dean ..... Marjorie Sauer
Administrative Aid to the Dean ..... Zelda Shelton
Dean, School of Business and Public Administration ..... Richard S. Wallace
Ph.D., University of Virginia
Dean, School of Education ..... Deborah Hancock,
Ph.D., University of Southern California
Director of Institutional Studies ..... John C. Biddle,
Ed.D., Indiana University
Director of Libraries ..... Benton F. Scheide,
Ph.D., Case Western Reserve University
Coordinator of Audio-Visual Services ..... Richard D. Graves,
Ed.D., University of California, Los Angeles
Dean of Graduate and Extended Studies ..... Roy R. Dull,
Ph.D., Claremont Graduate School
Program Coordinator—Extended Studies ..... Janet Pierucci
M.S., California State College, Bakersfield

ADMINISTRATIVE SERVICES

Dean for Administration ..... Kenneth E. Secor,
Eng.D., University of California, Berkeley
Chief of Security Services ..... Albert P. Zuniga
Campus Health and Safety Officer ..... George R. MacDonald,
B.S., California State University, Fresno
Manager, ADP Services ..... Donald G. Zarlingo,
Ph.D., University of California, Riverside
Director of Personnel Services ..... Leon R. Harris,
M.S., California State College, Bakersfield
Affirmative Action Coordinator ..... Cododac Colchado,
M.A., Sacramento State University
Director of Physical Plant ..... Phillip V. Brown,
B.S., California Polytechnic State University, San Luis Obispo

BUSINESS MANAGEMENT

College Business Manager ..... Gordon M. Callison,
M.B.A., George Washington University
Budget Officer ..... Stan T. Frazier
Director of Accounting Services ..... Gary D. Gleed,
M.S., California State College, Bakersfield
Director of Procurement and Support Services ..... Peter S. Sharland,
B.A., San Jose State University

Foundation

Foundation Manager ..... Gordon M. Callison, M.B.A., George Washington University
Bookstore Manager ..... Donald R. Norwood, M.S., California State College, Bakersfield
Food Services Manager ..... Rick Whitney

STUDENT SERVICES

Dean of Students ..... George B. Hibbard, Ed.D., Michigan State University
Associate Dean, Housing and Student Programs ..... John Beckman, Ed.D., Univ. of Southern California
Program Coordinator ..... Suzanne Bunker, M.A., California State College, Bakersfield
Program Coordinator ..... Margaret Sepeda, B.A., California State College, Bakersfield
Director of Housing ..... Steve Butler, M.A., Humboldt State University
Assistant Director of Housing ..... Regina Metoyer, Humboldt State University
Associate Dean, Financial Aids ..... (vacant)
Acting Director of Financial Aids ..... Steve Herndon, M.S., California State College, Bakersfield
Financial Aids Counselor ..... Lawrence Gallardo, B.A., San Jose State University
Director of Health Services ..... Hubert S. Betenbaugh, M.D., Medical University of South Carolina
Assistant Director of Health Services ..... Carolyn Krone, R.N., N.P., B.S., California State College, Bakersfield
Associate Dean, Admissions and Records ..... Homer Montalvo, Ed.D., University of Southern California
Registrar ..... Nolan Shaffer, M.A., Fresno State University
Director of Admissions and School Relations ..... Donald P. Gregory, B.A., Fresno State University
Assistant to Director of School Relations ..... Laraine Turk, M.Ed., University of Arizona
Evaluation Coordinator ..... Margaret Whitaker, A.A., Pasadena City College
Associate Dean of Students and Director of Counseling ..... Richard Swank, Ph.D., Purdue University
Director of Testing and Counselor ..... Willis Hill, Ed.D., Brigham Young University
Counselor ..... Roberta Linnenbrink, Ed.D., Brigham Young University
Counselor and Coordinator of Disabled Services ..... Linda De Souge, M.A., California State College, Bakersfield
Director, Children's Center ..... Diane Hendrickson, M.A., Southern Illinois University
Associate Dean, Career Planning and Placement ..... William Perry, Ed.D., Brigham Young University
Assistant Director of Placement ..... Sandy Varner, M.A., California State College, Bakersfield
Associate Dean, EOP and Special Services ..... Lee Adams, M.S., California State College, Bakersfield
Assistant Director of EOP ..... Sandra Matsui, M.A., University of California, Santa Barbara
E.O.P. Counselor ..... James Hinkston, M.A., California State College, Bakersfield
Director of Athletics ..... Rudy Carvajal M.A., University of California, Berkeley

AVERAGE ANNUAL COSTS AND SOURCES OF FUNDS PER FULL-TIME EQUIVALENT STUDENT

The 19 campuses and the Chancellor's Office of The California State University and Colleges are financed primarily through funding provided by the taxpayers of California. Including capital outlay, the CSUC 1978/79 budget totals $840 million. Approximately $815 million of the $840 million total has been budgeted to provide support for a projected 237,080 full-time equivalent (FTE*) students. Excluding capital outlay, the average cost per FTE student is $3,441 per year. Of this amount, the average student pays $312. Included in this average student payment calculation is the amount paid by non-resident students. The remaining $3,129 in costs is funded by state and federal taxes.

Averages do not fit all students alike or even any specific student. To arrive at an average figure that is meaningful, the costs outlined above exclude "user fees" for living expenses, housing, and parking, as well as costs for extension and summer session work. Computations are based on full-time equivalent students, not individuals, and costs are prorated by system totals, not by campus. The average costs for a full-time equivalent student in the system are depicted in the following chart:

TOTAL 1978/79 CSUC BUDGET
(PROJECTED ENROLLMENT: 237,080 FTE)

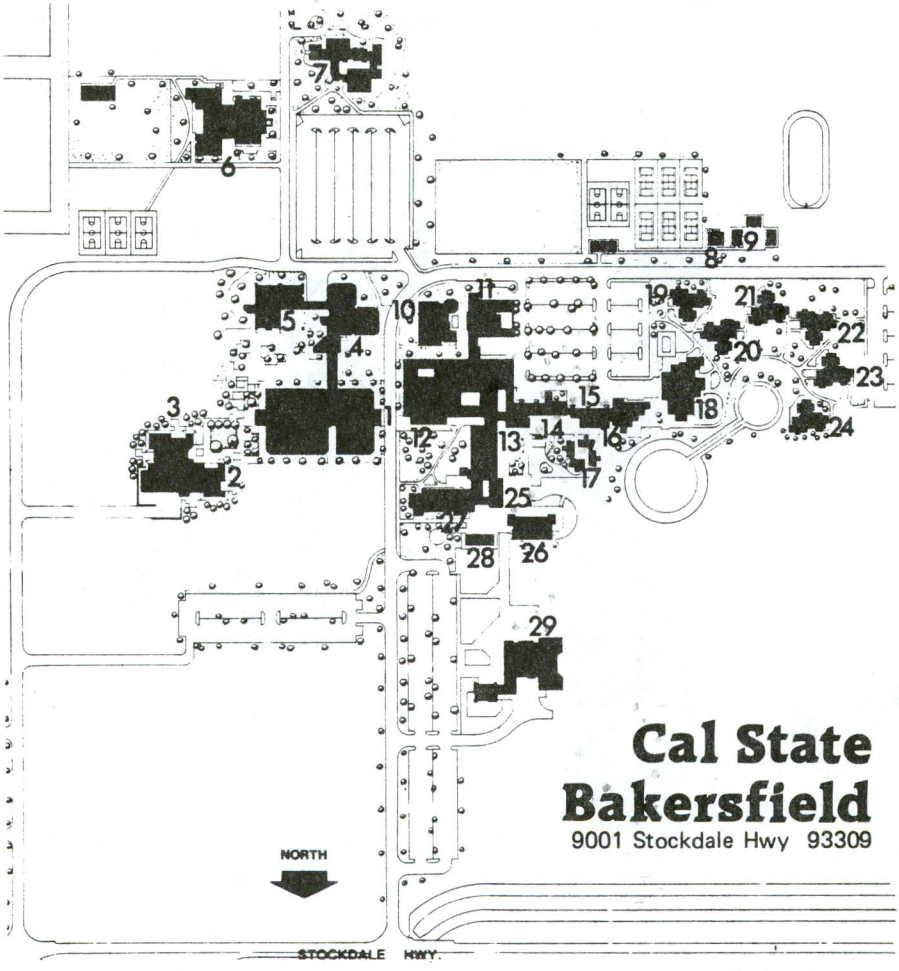
Funding Source	*Amount*	*Average Cost Per Student (FTE)**	*Percentage*
State Approp. (Support)	$695,340,533[a]	$2,933	85.2%
Student Charges	73,970,331	312 **	9.1%
Federal (Financial Aids)	46,458,850	196	5.7%
State Funding (Capital Outlay)	23,873,000	***	***
Total	$839,642,714	$3,441	100.0%

[a] This amount will be reduced by the CSUC share of the statewide budget reductions required by Budget Act Section 27.1 (a statewide reduction of $42,400,000 in Operating Expense and Equipment) and Section 27.2 (a statewide reduction of $54,000,000 in personal services pursuant to the hiring freeze).

* For budgetary purposes, full-time equivalent (FTE) translates total head count into total academic student load. The term assumes that a full-time student in The California State University and Colleges is enrolled for 15 units of academic credit. Some students enroll for more than 15 units; some students enroll for fewer than 15 units.

** The average costs paid by a student include the student services fee, health facilities fee, college union fee, student body fee, and the non-resident tuition. This amount is derived by taking the total of all student fees and dividing by the total full-time equivalent student enrollment. Individual students may pay more or less than $312 depending on whether they are part-time, full-time, resident or non-resident students.

*** Not included in the Average Cost Per Student (FTE), and Percentage columns. The estimated replacement cost of all the system's permanent facilities and equipment on the 19 campuses is currently valued at $2.6 billion, excluding the cost of land.



1 **DDH** Dorothy Donahoe Hall
2 **BOOKSTORE**
3 **CAF** Cafeteria
4 **SCI** Science Building I
5 **SCI** Science Building II
6 **PE** Physical Education (Gym)
7 **HC** Student Health Center
8 **SSB** Support Services Bldg
9 **TC** Temporary Classroom
10 **NB** Nursing Building
11 **PO** Plant Operations
12 **LIB** Library
13 **SS** Student Services
Registrar
Admissions & Records
Veterans' Affairs
14 **ADM** Administration Building
15 **ACA** Academic Administration
16 **SC** Student Center
Activities
Counseling & Testing
Financial Aids
SAC Student Association Committee
17 **FT** Faculty Towers
*Extended Studies Office
18 **COM** Commons Dining Hall
19 **Dorm A** Lorien Hall
20 **Dorm B** Entwood Hall
21 **Dorm C** Dobry Hall
22 **Dorm D** Rivendell Hall
23 **Dorm E** Numenor Hall
24 **Dorm F** Rohan
25 **LB** Lecture Building
26 **CB** Classroom Building
27 **PA** Performing Arts
28 **FA** Fine Arts
29 **Dore Theatre**

Track & Field

INTRODUCTION TO THE COLLEGE

California State College, Bakersfield opened for instruction in September, 1970, with a firm commitment to the highest standards of academic excellence. This beginning of instruction represented both the culmination of intensive planning that had been underway since the College was created by legislative action in 1965 and also the first chapter in a chronicle of educational service designed to continue in expanding fashion for the years ahead.

The College opened, as the nineteenth institution in the California State University and College system, in eleven carefully designed and newly constructed buildings on a 375-acre campus at the western edge of Bakersfield. During its first year, 1970–71, the College had approximately 1,000 students and 70 faculty members. By now it has grown to 3,100 students and 180 faculty members.

The college plan rests on assumptions including the following:

1. A liberal education is important for all students as a source of personal strength and as a basis for adaptation to future change in this fast moving world.
2. The student body will have the ability to benefit from, and therefore will expect, a rigorous and exciting academic program.
3. There are various forms of effective education, each requiring an atmosphere of active academic inquiry. The academic program as well as the faculty and students of this college must remain responsive to the need for flexibility and change.
4. The architectural plan of the College's campus should be designed to contribute to the academic environment.

The plan for California State College, Bakersfield rests on a conviction that an effective college should constitute a community made up of professors and students, with the students learning from each other as well as from their instructors. The design for this campus includes an Academic Village which serves as a living-learning center in which commuting students, dormitory residents, and staff members can supplement formal academic programs with other dimensions of interchange. This arrangement provides CSB students a unique advantage.

The academic program is designed to provide the College's students with a unified educational experience. The introductory course in each department is aimed at demonstrating the broad significance of the discipline. Part of the sophomore year is devoted to a program that presents an overview of ideas considered in regular general education courses. Work offered in each department takes account of the extent to which traditional academic disciplines overlap in their concerns. Each senior takes a seminar in which the work in his area of concentration is analyzed in broad perspective.

As one means of achieving educational effectiveness, the College operates on a three-course, three-term plan. This schedule, under which the normal student load is three courses of five quarter units each, permits a productive focusing of academic attention. This opportunity for study in depth is supplemented by the less formal interchanges within the Academic Village. The academic year consists of three eleven-week terms extending from September to June. There are two summer sessions, the first lasting for six weeks and the second for three.

The role of this college is seen as going well beyond that of service only to its students. The staff intends that the establishment of this institution will make a substantial contribution to the citizens of the entire region.

Integration of the College with the community will be made more dramatic and more effective than could normally be the case because the provisions under which the state accepted the gift of land to serve as a campus included an agreement giving the College a strong voice in development of all land within a one-mile radius of the college site. This will permit establishment of an integrated, college-oriented complex that will serve as a bridge between the college and the community at large.

This institution has begun its operation with many circumstances in its favor. As a State College, it can keep the relationship between research and teaching in proportions that will contribute to its effectiveness as a place of learning. The diversified nature of the student body, balanced between students commuting from home and those living with their fellow students on or near the campus, should be a significant asset. The College's location in a substantial metropolitan area immediately adjacent to rural communities and open land provides opportunities both for service and for study.

In the years between completion of high school by young men or women and the time they graduate from college, they have undergone a major transformation. As the arena in which this change takes place a college has a heavy obligation. The program of this college has been designed to insure that its graduates are prepared not only to make a living but also to live meaningful lives.

THE COLLEGE PHYSICAL PLANT

As classes started in 1978, the instructional operations of California State College, Bakersfield were housed in facilities including an initial building complex of some 92,000 square feet, Science Buildings I and II (80,000 sq. ft. total), the Nursing Building (12,000 sq. ft.), Dorothy Donahoe Hall (53,000 sq. ft.), and the Physical Education Building (25,-000 sq. ft.). The various buildings comprising this plant must embrace a multiplicity of functions in order to provide the basic support required by the academic programs of a new and developing institution. None is more than eight years old, since the campus first opened in 1970. Included in these structures are: a complement of lecture classrooms ranging from 20 to 120 students in capacity; laboratories to implement the College's offerings in the behavioral, social, physical and life sciences, and in nursing; specialized spaces for art and music instruction; a library housing a growing collection of over 195,000 volumes (see expanded description below); a computer center; student service areas, such as the Student Health Center, a cafeteria and a bookstore; and faculty offices and administrative and operational quarters.

The College's first student residence facilities were available for the 1972–73 academic year and now provide an extremely pleasant environment for up to 350 live-in students, with additional lounge and study spaces for a like number of commuters. When complemented by the addition of a similar residence component to be constructed later, these buildings will form the living element of the first campus living-learning village; portions of the initial academic buildings, located nearby, will provide instructional support for the learning processes at work in the village.

Several other building projects were under way or in some design stage as instruction began in 1978. Construction was well advanced for the Frances B. Doré Theater, which will contain not only a 500-seat main performance facility with a stage fully equipped to the most modern standards but also a practice theater and other key spaces for creative and performing arts instruction. Work on the building should be completed by Spring Quarter 1979. Outdoors, a baseball diamond and a synthetic-surfaced 400-meter track will be added to existing physical education installations for use in the 1979–80 academic year. Architectural planning has been initiated for the College's aquatic plant, although construction scheduling is as yet indefinite. These, and other important works, will be coordinated by the guidelines set forth in the architectural master plan for the campus, and regulated by the requirements of the College's developing academic programs. Growth of the campus physical plant in ensuing years will, of course, occur along lines established by the same influencing factors and at a rate consistent with increases in institutional enrollment.

THE COLLEGE LIBRARY

The library, with its variety of collections and services, actively supports the academic work of faculty and students. It thus serves as an instructional instrument to advance the educational objectives of the college. Its collection numbered upwards of 195,000 volumes at the beginning of the 1978–79 academic year, including not only a wide range of academic books but also other materials such as children's books, curriculum materials, a pamphlet file, and college catalogs. As a depository, the library regularly receives publications from the State of California as well as from the federal government and maintains a special collection of over 51,000 such publications. To augment the collection of books, the library also subscribes to more than 2,400 journals. The library provides back issues of journals for the students, either in bound form or on microfilm.

The library staff provides many services designed to enable students to use the library to fullest advantage. In support of that purpose, they maintain and develop the collection and encourage use of the library by keeping its holdings ready for consultation or borrowing. The staff at each of the service desks offers students special kinds of library assistance. A new reference service introduced in 1978 helps library users with online data base searches and printouts of bibliographies. In addition, the librarians at the reference desk answer questions and attempt to help students derive the fullest benefits from the library.

The library building arrangements reflect staff efforts to devise an efficient and pleasant environment which facilitates the students' library work. It offers convenient work areas, including two outdoor courts available for reading or conversation. Its special facilities include group study rooms, a public typing room, and microform rooms equipped with machines for reading microtexts. The open shelf arrangement not only provides convenient access to the books but also invites the reader to browse.

AUDIO-VISUAL MEDIA CENTER

The audio-visual media center is an active support unit of the College. Technical services common to media and instruction are provided from this area. Holdings include a variety of non-book materials such as audio tapes, records, slides, film strips and motion pictures. Listening and viewing rooms are provided in the media center for evaluation and use of resident materials.

THE COLLEGE FOUNDATION

The California State College, Bakersfield Foundation is organized to provide essential auxiliary services which cannot be provided from State appropriations for the instructional program. In support of the College, the Foundation receives private and public gifts and grants including contributions to student loan and scholarship funds, the library, laborato-

ries and special collections, as well as research grants and general donations. In addition, the Foundation maintains the College Bookstore, Food Service, Intercollegiate Athletic Program and Alumni Association.

BOOKSTORE

Students will be able to purchase all of their text or non-text books, supplies and sundries from the on-campus bookstore operated by the College Foundation. Hours of service are posted at the bookstore. Open hours are extended during registration periods. Proceeds from the bookstore are used to further the educational aims of the college.

FOOD SERVICE

The College Foundation operates a cafeteria at the east end of the campus and a dining hall in the Academic Village, providing a wide variety of hot and cold food and drink items. Current hours of operation of the cafeteria are from 7:30 a.m. to 6:15 p.m. Monday through Thursday, and 7:30 a.m. to 3:00 p.m. Friday. Dining hall hours are approximately one and one-half hours for breakfast, one and one-half hours for lunch and one and one-fourth hours for dinner. Non-boarders may eat in the dining hall on a cash basis.

ACCREDITATION AND MEMBERSHIPS

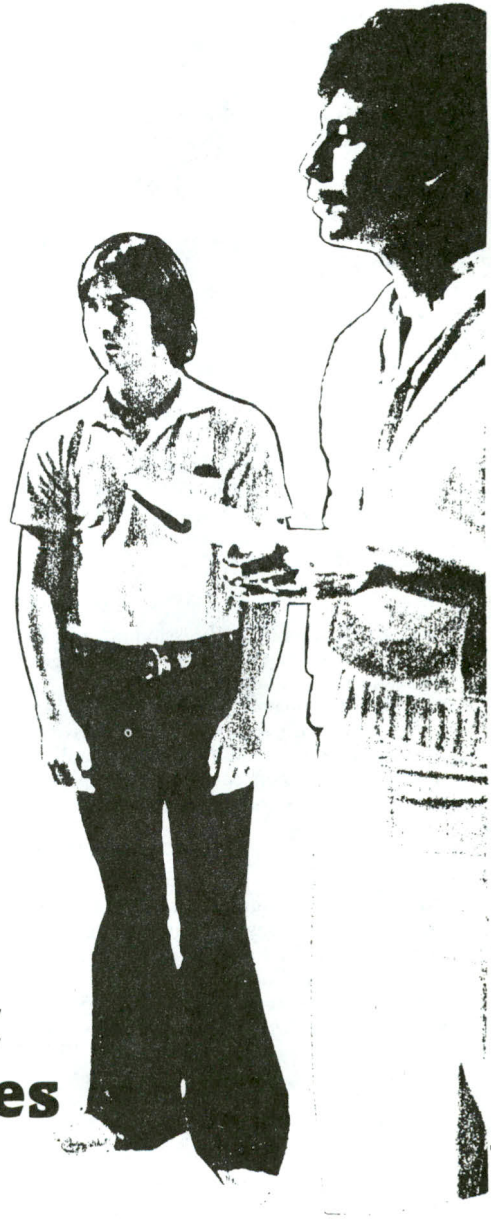
The College is fully approved as a four-year, degree-granting institution by the Western Association of Schools and Colleges. The Teacher Preparation program is accredited by the California State Board of Education. The Nursing program is accredited by the California Board of Nursing Education and Nursing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

The College is a member of the American Association of Colleges, American Association of State Colleges and Universities, Council of Colleges of Arts and Sciences, National University Extension Association, American Association of Allied Health Professions, National Student Exchange Program, College Entrance Examination Board, College Placement Council, Assembly of Cooperative Assessment of Experiential Learning, National Association of Schools of Public Affairs and Administration, National Collegiate Athletic Association, California Collegiate Athletic Association, California Council on Education of Teachers, Western Association of Art Museums, Greater Bakersfield Chamber of Commerce.

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

The College has established active chapters of Beta Gamma Sigma, the national honor society for professionally accredited schools of business administration; of Phi Alpha Theta, the international history honor society; and of the Society of Sigma Xi (Club), the national honorary in the sciences.

Theatre Performance



Arts & Sciences

ADMISSION, REGISTRATION AND FEES

REQUIREMENT AND USE OF SOCIAL SECURITY NUMBER

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

ADMISSIONS PROCEDURES AND POLICIES

Requirements for admission to Cal-State Bakersfield are in accordance with Title 5, Chapter 1, Subchapter 3, of the *California Administrative Code.* Prospective applicants who are unsure of their status under these requirements are encouraged to consult a high school or college counselor or the Admissions Office. Applications may be obtained from the Admissions Office at any of the campuses of The California State University and Colleges or at any California high school or community college.

KINDS OF ENTRY—UNDERGRADUATE

1. *New Student*..... A beginning freshman or transfer who has not attended CSB as a matriculated student.
2. *Re-Entry*..... A person who has attended CSB previously as a matriculated student, who is not on academic drop status.
3. *Re-Admission* ..... A person who has attended CSB previously as a matriculated student, who is currently on academic drop status.
4. *Non-Matriculant*..... A person enrolling in Extended Studies and/or summer session, who is not admitted as a matriculated student nor is eligible to enroll as a regular student until completing admission requirements and procedures.

NOTE* It is possible for non-matriculated students to register in a number of the upper division and graduate courses scheduled in the regular CSB daytime and evening program. Admission is based on space available, and instructor and school approval. For further information, contact the Division of Extended Studies, Suite 101, Faculty Building.

WHO MUST APPLY

An Application for Admission must be filed by any person who wishes to enroll for fall, winter, or spring quarter, either full-time or part-time. Former students who were enrolled for resident credit and have been absent from the campus for more than two full quarters preceding the quarter for which he wishes to return must also submit an application. In addition, students receiving the baccalaureate degree from CSB must apply for re-entry to continue enrollment with graduate standing. A student previously enrolled only in summer session or extension courses must make formal application if he wishes to continue his attendance in a regular term.

UNDERGRADUATE APPLICATION PROCEDURES

Prospective undergraduates, whether applying for part-time or full-time programs of study, in day or evening classes, must file a complete application including all the required forms and fees as described in the application booklet. The $25.00 non-refundable application fee should be in the form of a check or money order payable to The California State University and Colleges. Undergraduate applicants may file only at their first choice campus. An alternate campus and major may be indicated on the application, but *applicants should list as an alternate campus only that campus of The California State University and*

Colleges that they will attend if the first choice campus cannot accommodate them. Generally, an alternate degree major will be considered at the first choice campus before an application is redirected to an alternate choice campus. Applicants will be considered automatically at the alternate choice campus if the first choice campus cannot accommodate them. *Transcripts and other supporting documents should not be submitted until requested by the campus.*

POST-BACCALAUREATE APPLICATION PROCEDURES

All applicants for any type of post-baccalaureate status (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete application within the appropriate filing period. *Second baccalaureate degree candidates should apply as undergraduate degree applicants and need not complete Form B.* A complete application for post-baccalaureate status includes all of the materials required for undergraduate applicants plus the supplementary graduate admissions application. Post-baccalaureate applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the $25.00 non-refundable application fee. Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, redirection to alternative campuses or later changes of campus choice will be minimal. In the event that a post-baccalaureate applicant wishes to be assured of initial consideration by more than one campus, it will be necessary to submit a separate application (including fee) to each. Applications may be obtained from the Graduate Studies Office of any California State University or College campus in addition to the sources noted for undergraduate applicants.

SECOND BACCALAUREATE

Second baccalaureate degree aspirants should apply as undergraduate degree applicants and file, with their application, written approval of the department chairman of the major in which they seek the second degree. A complete application for a second baccalaureate degree includes the regular undergraduate application plus the $20.00 non-refundable application fee.

LOCALLY AND SYSTEMWIDE IMPACTED PROGRAMS

Impacted programs are those which applications received in the first month of the filing period exceed the total spaces available, either locally (at an individual campus) or systemwide. You must make application for an impacted program during the first month of the filing period and may file more than one application and fee. Nonresidents, foreign or domestic, usually are not considered for admission to impacted programs.

High school and community college counselors are advised prior to the opening of the fall filing period which programs will be impacted. Supplementary admission criteria are used by the campuses to determine which applicants will be allocated space in impacted programs.

Locally Impacted Programs

In selecting first-time freshmen and lower division transfers with fewer than 12 transferable semester units, at least one-half of the available space will be reserved for the most highly qualified applicants based on previous academic performance as measured by the eligibility index. High school grade point averages based on grades earned in the final three years of high school exclusive of physical education and military science, as reported by applicants on the application, and test scores received by the campus no later than the end of the first month of the filing period will be used to compute the eligibility index. You should take the ACT or SAT test at the earliest date, although the inability of fall 1979 applicants to supply test scores by December 1, 1978, will not jeopardize admission priority. Remaining space may be allocated on the basis of self-declared grade point average or other criteria, details of which will be given applicants by the campuses. Applicants who cannot be accommodated will be considered at the same campus in an alternative major or redirected to an alternate campus where the program is not impacted.

Systemwide Impacted Programs

These are programs where applications received throughout the system exceed the total available spaces in the system. Unlike unaccommodated applicants to locally impacted programs who may be redirected to another campus in the same major, unaccommodated applicants to systemwide impacted programs *may not be redirected in the same major* but may choose an alternate major either at the first choice campus or another campus. Details about the supplementary admission criteria to be used by campuses will be sent all applicants under consideration.

APPLICATION FILING PERIODS *

Terms in 1979–80	*First Accepted*	*Filing Period Duration*	*Student Notification Begins*
Summer Qtr. 1979	Feb. 1, 1979	Each campus accepts applications until capacities are reached. Most campuses accept applications up to a month prior to the opening day of the term. Some campuses will close individual programs as they reach capacity.	March 1979
Fall Sem. or Qtr. 1979	Nov. 1, 1978		Dec. 1978
Winter Qtr. 1980	June 1, 1979		July 1979
Spring Sem. or Qtr. 1980	Aug. 1, 1979		Sept. 1979

SPACE RESERVATION NOTICES

Most applicants will receive some form of space reservation notice from their first choice campus within two months of filing the application. A notice that space has been reserved is also a request for records necessary to make the final admission decision. It is an assurance of admission only if evaluation of the applicant's previous academic record indicates that admission requirements have been met. Such a notice is not transferable to another term or to another campus.

HARDSHIP PETITIONS

There are established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Prospective hardship petitioners should contact the Admissions Office regarding specific policies governing hardship admission.

UNDERGRADUATE ADMISSION REQUIREMENTS

First-time freshman eligibility is governed by an eligibility index. The index is computed using the high school grade point average on all course work completed in the last three years of high school, exclusive of physical education and military science; and the ACT composite, or the SAT total score. The full table of grade point averages, with corresponding test scores and the equation by which the index is computed, is reproduced on p. 30. Test results of either the CEEB Scholastic Aptitude Test (SAT) or the American College Testing Program examination (ACT) are acceptable in establishing eligibility.

Registration forms and test dates for either test may be obtained from school or college counselors, from the addresses below, or from the campus testing offices. For either test, submit the registration form and fee at least one month prior to the test date.

ACT Address

American College Testing Program, Inc.
Registration Unit, P.O. Box 168
Iowa City, Iowa 52240

SAT Address

College Entrance Examination Board
P.O. Box 592
Princeton, New Jersey 08540

* Filing dates for 1980–81 will follow the same pattern.

First-Time Freshmen (California high school graduates and residents)

An applicant who is a graduate of a California high school or a legal resident for tuition purposes must have an eligibility index which places him among the upper *one-third* of California high school graduates. The minimum acceptable index for applicants using the SAT score is 3072; using the ACT score, 741.

EXCERPTS FROM ADMISSIONS ELIGIBILITY TABLE
FOR CALIFORNIA HIGH SCHOOL GRADUATES

GPA	2.00 *	2.20	2.40	2.60	2.80	3.00	3.20 **
ACT Score	35	31	27	23	19	15	11
SAT Score	1472	1312	1142	992	832	672	512

* Below 2.00 not eligible.
** Above 3.20 eligible with any score.

First-time Freshman Applicants (Non-resident)

The admission requirements for non-resident applicants are higher than those for California residents. Applicants who are neither residents for tuition purposes nor graduates of a California high school must have an eligibility index which places them in the upper one-sixth of California high school graduates. The minimum index for such students is 826 (ACT) or 3402 (SAT).

First-Time Freshmen (graduates of secondary schools, etc., in foreign countries)

An applicant who is a graduate of a secondary school in a foreign country or who has equivalent preparation in a foreign country, may be admitted as a first-time freshman if his preparation and ability are such that in the judgment of the appropriate campus authority, the probability of his academic success at the campus is equivalent to that of eligible California high school graduates.

First-Time Freshmen (high school non-graduates)

Applicants over 18 years of age who have not graduated from high school are considered for admission only when their preparation in all other ways is such that California State College, Bakersfield believes their promise of academic success is equivalent to that of eligible California high school graduates. (These applicants are required to submit General Educational Development (GED) test scores, in order to establish high school graduation equivalence. Scores on the ACT or SAT also are required.

Undergraduate Transfers (resident and non-resident)

Transfer admission eligibility is based on *transferable* college units attempted, rather than on *all* college units attempted. California Community College transfers should consult their college counselors for information on transferability of courses. Applicants in good standing at the last college attended may be admitted as undergraduate transfers if they meet either of the following requirements:

1. Eligible for admission in freshmen standing (see Freshman requirements) with a GPA of "C" (2.0 on a scale where A = 4.0) or better in all transferable college units attempted.
2. Completed at least 56 transferable semester units or 84 transferable quarter units with a GPA of "C" (2.0 on a scale where A = 4.0) or better if a California resident; non-residents must have a GPA of 2.4 or better.

Eligibility Index

The following chart is used in determining the eligibility of graduates of California high schools (or California legal residents) for freshman admission to a CSUC. Grade point averages are based on work completed in the last three years of high school, exclusive of physical education and military science. Scores shown are the SAT Total and the ACT Composite. Students with a given G.P.A. must present the corresponding test score. Conversely, students with a given ACT or SAT score must present the corresponding G.P.A. in order to be eligible.

ELIGIBILITY TABLE FOR RESIDENT APPLICANTS

GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score
(—)[1]	—	—	2.96	15	704	2.71	20	904	2.47	25	1096	2.22	30	1296
3.20	11	512	2.95	16	712	2.70	21	912	2.46	25	1104	2.21	30	1304
3.19	11	520	2.94	16	720	2.69	21	920	2.45	26	1112	2.20	31	1312
3.18	11	528	2.93	16	728	2.68	21	928	2.44	26	1120	2.19	31	1320
3.17	11	536	2.92	16	736	2.67	21	936	2.43	26	1128	2.18	31	1328
3.16	11	544	2.91	16	744	2.66	21	944	2.42	26	1136	2.17	31	1336
3.15	12	552	2.90	17	752	2.65	22	952	2.41	26	1144	2.16	31	1344
3.14	12	560	2.89	17	760	2.64	22	960	2.40	27	1152	2.15	32	1352
3.13	12	568	2.88	17	768	2.63	22	968	2.39	27	1160	2.14	32	1360
3.12	12	576	2.87	17	776	2.62	22	976	2.38	27	1168	2.13	32	1368
3.11	12	584	2.86	17	784	2.61	22	984	2.37	27	1176	2.12	32	1376
3.10	13	592	2.85	18	792	2.60	23	992	2.36	27	1184	2.11	32	1384
3.09	13	600	2.84	18	800	2.59	23	1000	2.35	28	1192	2.10	33	1392
3.08	13	608	2.83	18	808	2.58	23	1008	2.34	28	1200	2.09	33	1400
3.07	13	616	2.82	18	816	2.57	23	1016	2.33	28	1208	2.08	33	1408
3.06	13	624	2.81	18	824	2.56	23	1024	2.32	28	1216	2.07	33	1416
3.05	14	632	2.80	19	832	2.55	24	1032	2.31	28	1224	2.06	33	1424
3.04	14	640	2.79	19	840	2.54	24	1040	2.30	29	1232	2.05	34	1432
3.03	14	648	2.78	19	848	2.53	24	1048	2.29	29	1240	2.04	34	1440
3.02	14	656	2.77	19	856	2.52	24	1056	2.28	29	1248	2.03	34	1448
3.01	14	664	2.76	19	864	2.51	24	1064	2.27	29	1256	2.02	34	1456
3.00	15	672	2.75	20	872	2.50	25	1072	2.26	29	1264	2.01	34	1464
2.99	15	680	2.74	20	880	2.49	25	1080	2.25	30	1272	2.00	35	1472
2.98	15	688	2.73	20	888	2.48	25	1088	2.24	30	1280	(—)[2]		
2.97	15	696	2.72	20	896	—	—	—	2.23	30	1288			

[1] Students earning grade-point averages above 3.20 are eligible for admission.
[2] Students earning grade-point averages below 2.0 are not eligible for admission.

AUDITORS

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

Recommended High School Preparation

While no specific course pattern is required to be properly prepared to undertake a full program of studies, the applicant is strongly encouraged to include the following subjects in their high school program:

1. College preparatory English.
2. College preparatory mathematics.
3. College preparatory laboratory science.
4. College preparatory history and/or social science.
5. Study in speech, music, art, foreign language, and other subjects contributing to a strong academic background.

ENGLISH PLACEMENT TEST AND GRADUATION REQUIREMENTS

All students subject to degree requirements of 1977–78 and subsequent general catalogs must demonstrate competency in writing skills as a requirement for graduation. In addition, all lower division students (those who enter with fewer than 56 transferable semester units) are required to take the CSUC English Placement Test (EPT) so that information can be available to help in the selection of appropriate course work in writing skills and to prepare for meeting the graduation requirement. Failure to take the English Placement Test at the earliest opportunity after admission may lead to administrative probation which, according to Section 41300.1 of Title 5, *California Administrative Code,* and CSUC Executive Order 186, may lead to disqualification from further attendance. *The results of the EPT will not affect admissions eligibility.*

Information bulletins and registration materials for the EPT will be mailed to all students subject to these requirements. Alternatively, the materials may be obtained from the Office of Admissions and Records. Information on currently available ways to meet the EPT or the graduation requirement may be obtained from Office of Admissions/School Relations.

Early Enrollment

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

POST-BACCALAUREATE (GRADUATE) ADMISSION REQUIREMENTS

Unclassified Post-Baccalaureate Standing

For admission to unclassified post-baccalaureate standing, a student must: (a) hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or have completed equivalent academic preparation as determined by an appropriate campus authority; (b) have attained a grade point average of at least 2.5 (on a five-point scale) in the last 60 semester (90 quarter) units attempted; and, (c) have been in good standing at the last college attended. Admission to a State University or College with post-baccalaureate unclassified standing does not constitute admission to graduate degree curricula.

Classified Post-Baccalaureate Standing

A student who is eligible for admission to a State University or College in Unclassified standing may be admitted to Classified post-baccalaureate standing for the purpose of enrolling in a particular post-baccalaureate credential or certificate program; provided, that such additional professional, personal, scholastic, and other standards, including qualifying examinations, as may be prescribed for the particular program by the appropriate campus authority are satisfied.

Conditionally Classified Graduate Standing

A student who is eligible for admission to a State University or College under unclassified post-baccalaureate standard above, but who has deficiencies in prerequisite preparation which in the opinion of the appropriate campus authority can be met by specified additional preparation, including qualifying examinations, may be admitted to an authorized graduate degree curriculum with Conditionally Classified Graduate Standing.

Classified Graduate Standing

A student who is eligible for admission to a State University or College in Unclassified or Conditionally Classified Standing may be admitted to an authorized graduate degree curriculum of the campus as a classified graduate student if she/he satisfactorily meets the professional, personal, scholastic, or other standards for admission to the graduate degree curriculum, including qualifying examinations, as the appropriate campus authority may prescribe. Only those applicants who show promise of success and fitness will be admitted to graduate degree curricula, and only those who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to proceed in such curricula.

ADMISSION OF FORMER STUDENTS

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

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

INTERNATIONAL (FOREIGN) STUDENTS

The credentials of an applicant for admission from another country are evaluated on an individual basis and in accordance with the general regulations governing admission. The application, official certificates, and detailed transcripts of records should be submitted to the Office of Admissions several months in advance of the quarter in which the applicant hopes to gain admittance. Doing so will allow time for exchange of necessary correspondence and, if admission is granted, will facilitate obtaining the necessary passport and visa. All records submitted must be translated into English and certified as accurate.

An applicant from another country whose native language is not English will be considered for admission only after submitting his results on the Test of English as a Foreign Language (TOEFL), demonstrating that his command of English is sufficient to permit him to profit by instruction at the College. Information and test dates regarding the TOEFL examination may be obtained by writing to the Educational Testing Service, P.O. Box 592, Princeton, New Jersey, 08540. In addition, each student must submit as a part of his application a statement as to the availability of financial resources in the United States for his support as a student while attending the College. This statement must be certified as accurate by an embassy official or a recognized governmental agency.

Advisors are available to assist foreign students in all matters pertaining to their attendance at the College. It is required that every student from another country, upon his arrival at the College, present himself with his passport and visa to the Office of Student Programs.

DECLARATION OF A MAJOR

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

Lower division students who do indicate an intended concentration are advised by a Village adviser who is familiar with their area of interest, with formal commitment to a major coming at the completion of General Education requirements, typically at the end of the sophomore year. Students wishing to declare a major may do so by completing a Declaration of Major form in the Records Office. Prospective majors in Medical Technology and Nursing are not considered formally admitted to those majors until having successfully passed the secondary selection criteria established by those Departments.

At the time the student becomes a declared major, he is assigned an academic advisor from the faculty of the area in which he is concentrating.

ADMISSION TO TEACHING CREDENTIAL PROGRAMS

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

OTHER APPLICANTS

All students who plan to enroll in the College, including part-time students, must qualify and follow the procedures appropriate to their entrance level—freshman, undergraduate transfer or graduate student.

ADMISSION OF VETERANS

Veterans must qualify and follow the same admission procedures established for other students. Qualified veterans who present certificates of eligibility for curricula offered by the College may attend California State College, Bakersfield and receive all appropriate benefits extended to veterans. For additional information concerning Veterans' certification, refer to the section titled "Office of Veterans' Affairs". Generally, applicants not admissible under one of the above provisions should enroll in a junior college or other appropriate institution. Under unusual circumstances, such applicants may be permitted to enroll in the College. Permission is granted only by special action.

ADMISSION OF NON-RESIDENT STUDENTS

All regular and part-time students who have not been legal residents of the State of California for one calendar year immediately preceding the date of enrollment must:

1. Meet non-resident admission requirements (see previous sections).
2. Pay a non-resident tuition fee.

Final determination of residence status is made after a Statement of Residence has been filed with the Office of Admissions. (Please refer to statement regarding Determination of Residence.)

ADMISSION OF SUMMER SESSION AND EXTENDED STUDIES STUDENTS

It is not necessary for students planning to enroll only in summer session or extension to make formal application for admission to the College unless they are working for a degree or credential through California State College, Bakersfield. Students are expected, however, to have satisfied the prerequisites for the particular courses in which they enroll.

LIMITATION OF ENROLLMENT

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

Visitors Within CSUC

Students enrolled at any California State University or College may transfer temporarily to another CSUC campus in visitor status, if they completed twelve units with a 2.0 grade point average at the home campus, are in good standing, and are eligible to register under continuing status. Visitor transfers are approved for one term only and are subject to space availability and enrollment priority policies at the host campus. Visitor applications may be obtained from the Admissions Office, Student Services 113.

Concurrent Enrollment Within CSUC

Students enrolled in any California State University or College may enroll concurrently at another CSUC campus if they have completed twelve units at the home campus with a 2.0 grade point average and are in good standing. Concurrent enrollment is approved for a specific term, subject to space availability and registration priority policies at the host campus. Because of overlap in academic terms of campuses on semester and quarter calendars, concurrent enrollment is subject to combinations and conditions described in the concurrent enrollment application forms available from the Admissions Office, Student Services 113.

Applicants Not Regularly Eligible

Applicants not admissable under one of the above provisions should enroll in extension courses, a community college, or another appropriate institution in order to meet eligibility requirements. Only under the most unusual circumstances and only by special action will such applicants be admitted to California State College, Bakersfield.

CANCELLATION OF ADMISSION

A student who is admitted to the College for a given term, who decides not to take advantage of such admission, should notify the Office of Admissions and Records immediately of his change in plans. A student who is admitted but does not enroll, and who later

wishes to undertake work at the College, must file a new application, pay a new application fee, and meet all current requirements for admission. Material supporting the application for admission, such as transcripts and entrance examination scores, are retained only for one year from the date of their original submission.

WITHDRAWAL FROM COLLEGE

MEDICAL WITHDRAWAL

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

MILITARY SERVICE WITHDRAWAL

Any student who presents evidence of entering the armed forces may petition through the Registrar's Office for withdrawal. No academic penalties will be assessed under these conditions, and a mark of "W" will be entered on the student's permanent record.

OTHER WITHDRAWALS

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

HEALTH HISTORIES

A Medical Self-Evaluation and Health History form is required of all newly admitted students and all former students of the College who have not enrolled in the regular program at the College during the prior two quarters. Departments involved in Nursing, Medical Technology, Student Teaching, and Intercollegiate Athletics require students to also have a complete physical examination. Specific requirements and appropriate forms are available for all admitted students by contacting the Student Health Service.

TRANSCRIPTS REQUIRED

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

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

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

Applicants with Courses in Progress

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

Veterans

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

DETERMINATION OF RESIDENCE FOR NONRESIDENT TUITION PURPOSES

New and returning students of The California State University and Colleges are classified for the purpose of determining the residence of each student for nonresident tuition purposes. The Residence Questionnaire and, if necessary, other evidence furnished by the student is used in making these determinations. A student may not register and enroll in classes until his Residence Questionnaire has been received by the Admissions Office.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by the California State University and Colleges is found in *Education Code* Sections 68000–68090, 90403, 89705–89707.5 and 68122, 68124 and 68121 and in Title 5 of the *California Administrative Code,* Article 4 (commencing with Section 41900) of Subchapter 5 of Chapter 1, Part V. A copy of the statutes and regulations is available for inspection at the campus Admissions Office.

Legal residence may be established by an adult who is physically present in the state while, at the same time, intending to make California his permanent home. Steps must be taken at least one year prior to residence determination date to evidence the intent to make California the permanent home with concurrent relinquishment of the prior legal residence. Some of the relevant indicia of an intention to establish and maintain California residence are registering to vote and voting in elections in California; satisfying resident California state income tax obligations on total income; ownership of residential property or continuous occupancy or letting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organization; maintaining California vehicle plates and operator's license; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service, etc.

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

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

A man or a woman may establish his or her residence; marriage is not a governing factor.

The general rule is that a student must have been a California resident for at least one year immediately preceding the residence determination date in order to qualify as a "resident student" for tuition purposes. A residence determination date is set for each academic term and is the date from which residence is determined for that term. The residence determination dates for the 79–80 academic year are: Fall—September 20, 1979; Winter—January 5, 1980; Spring—April 1, 1980. If you have any questions respecting the applicable date, the campus Admissions Office can give you the residence determination date for the term for which you are registering.

There are several exceptions for nonresident tuition. Some of the exceptions provide for:

1. Persons below the age of 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues for one year to enable the student to qualify as a resident student.
2. Persons below the age of 19 who have been present in California for more than a year before the residence determination date, and entirely self-supporting for that period of time.
3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year.

4. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year. The exception, once attained, is not affected by transfer of the military person directly to a post outside the 50 states and District of Columbia.
5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year.
6. A student who is an adult alien is entitled to residence classification if the student has been lawfully admitted to the United States for permanent residence in accordance with all applicable provisions of the laws of the United States; provided, however, that the student has had residence in California for more than one year after such admission prior to the residence determination date. A student who is a minor alien shall be entitled to residence classification if both the student and the parent from whom residence is derived have been lawfully admitted to the United States for permanent residence in accordance with all applicable laws of the United States, provided that the parent has had residence in California for more than one year after acquiring such permanent residence prior to the residence determination date of the term for which the student proposes to attend the University.
7. Certain refugees. Certain alien graduates of California public high schools.
8. Certain credentialed, full-time employees of school districts.
9. Full-time State University and Colleges employees and their children and spouses. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year.
10. Certain exchange students.
11. Children of deceased public law enforcement or fire suppression employees, who were California residents, and who were killed in the course of law enforcement or fire suppression duties.
12. A person in continuous full-time attendance at an institution who had resident classification on May 1, 1973, shall not lose such classification as a result of adoption of the uniform student residency law on which this statement is based, until the attainment of the degree for which currently enrolled.

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

The California State University and Colleges
Office of General Counsel
400 Golden Shore
Long Beach, California 90802

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

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

Students who have been attending California State College, Bakersfield on non-resident student status are responsible for notifying the Office of Admissions if an official change in their legal residency has occurred. Information and proper forms are available with the Admissions Clerk in the Office of Admissions.

REGISTRATION

Registration is the final step in the matriculation process. When a student has been admitted to the College and has determined which subjects he should take, he is ready for registration. Academic advisement must precede registration.

A class schedule listing courses offered and the procedure for registration is available before registration for each quarter. No student should attend classes until his registration has been completed. Registration is complete only when official programs are properly filed and all fees and deposits are paid. A student may not receive credit in any course for which he is not registered. Registration by proxy is not permitted unless specifically authorized by the Office of Admissions and Records.

ADD/DROP

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

REGISTRATION DATES

Registration dates and the last day to register for classes are published in the Class Schedule and the College Catalog. Late registrants may find themselves handicapped in arranging their programs due to closed classes. A $5.00 fee is required for late registration.

CHANGE OF ADDRESS

A student who changes his local or permanent mailing address after admission or registration should immediately notify the Office of Admissions and Records in order that registration materials, grades, correspondence, and other information reach the student without unnecessary delay.

THE STUDENT SERVICES FEE

A Student Services Fee was established by the Trustees of The California State University and Colleges in January 1975. Previously, this fee was known as the Materials and Service Fee. The student services fee provides financing for the following student services programs not covered by state funding:

1. Social and Cultural Development Activities. provides for the coordination of various student activities, student organizations, student government, and cultural programs.
2. Counseling: includes the cost of counselor's salaries and clerical support plus operating expenses and equipment.
3. Testing: covers the cost of test officers, psychometrists, clerical support, operating expenses, and equipment.
4. Placement: provides career information to students and faculty for academic program planning and employment information to graduates and students.
5. Financial Aids Administration: includes the cost of the counseling and business services provided in connection with the financial aid programs.
6. Health Services: provides health services to students and covers the cost of salaries of medical officers and nurses plus related clerical and technical personnel as well as operating expenses and equipment.
7. Housing: includes the cost of personnel providing student housing information and monitoring housing services.
8. Student Services Administration: covers 50% of the cost of the Dean of Students Office which has responsibility for the overall administration of student services.

PRIVACY RIGHTS OF STUDENTS IN EDUCATION RECORDS

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (45 C.F.R. 99) and California Education Code Section 67100 et seq, set out requirements designed to protect the privacy of students concerning

their records maintained by the campus. Specifically, the statute and regulations govern 1) access to student records maintained by the campus, and 2) the release of such records. In brief, the law provides that the campus must provide students access to official records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate; the right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor. The law generally requires that written consent of the student be received before releasing personally identifiable data about the student from records to other than a specified list of exceptions. The institution has adopted a set of policies and procedures concerning implementation of the statutes and the regulations on the campus. Copies of these policies and procedures may be obtained at the Dean of Students' Office. Among the types of information included in the campus statement of policies and procedures is: 1) the types of student records and the information contained therein; 2) the official responsible for the maintenance of each type of record; 3) the location of access lists which indicate persons requesting or receiving information from the record; 4) policies for reviewing and expunging records; 5) the access rights of students; 6) the procedures for challenging the content of student records; 7) the cost which will be charged for reproducing copies of records, and 8) the right of the student to file a complaint with the Department of Health, Education and Welfare. An office and review board have been established by the Department to investigate and adjudicate violations and complaints. The office designated for this purpose is: The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education and Welfare, 330 Independence Avenue, SW, Washington, D.C. 20201.

The campus is authorized under the Act to release public directory information concerning students at CSB. Directory information includes the student's name, address, and telephone listing. Institutional Publications Information includes date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student and any other information authorized in writing by the student. The Directory is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying information which the student requests not be released. Institutional Publications Information will be utilized by the College only for institutional purposes unless the campus is notified that the student does not wish the information published. Written objections should be sent to the Dean of Students' Office.

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

TRANSCRIPTS

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

A fee of $1.00 for each transcript issued must be received before the record can be forwarded. Transcripts from other institutions which have been presented for admission or evaluation become a part of the student's permanent academic file and are not returned nor copied for distribution. Students desiring transcripts covering work attempted elsewhere should request them from the institutions concerned. No transcript can be issued until all accounts with the College are clear and the record is free of encumbrances.

SCHEDULE OF FEES, 1979–80 *

Tuition is not charged to legal residents of California. The following reflects the fees and expense for the quarter systems.

Application fee (non-refundable) payable by check or money order at time of applying		$25
		Per Quarter
Student Services Fee	(0–6.0 units)	$38
	(6.1 and more units)	$48
Facilities fee		$2

Nonresident (U.S. and Foreign)

Nonresident tuition (in addition to those fees charged all students) for all campuses except California State College, Stanislaus:

	Quarter
Less than 15 units, per unit or fraction thereof	$40
15 units or more, per term	$600

Note: The total nonresident tuition charged shall not exceed $1,800 per academic year.

Special Session

Standard course fee per summer quarter unit $25.00

Note: Fees are subject to change without advance notice.

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

Student Association Fees

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

FALL QUARTER	WINTER QUARTER	SPRING QUARTER
$7.00	$7.00	$6.00

Instructionally Related Activities Fee

FALL QUARTER	WINTER QUARTER	SPRING QUARTER
$4.00	$3.00	$3.00

Insurance Fee

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

Other Fees and Charges (in Addition to Registration)

Identification Card (per quarter)	$0.50
Application Fee (non-transferable and non-refundable)	25.00
Late Registration Fee (non-refundable)	5.00
Graduation Fee	10.00
Evaluation Fee for Credential Candidates	10.00
Check Returned from Bank for any Cause	10.00
Transcript of Record	2.00
Failure to meet administratively required appointment or time limit	2.00
Replacement of equipment or materials lost or damaged	Cost + 1.00
Challenge of Course by Examination	2.00
Extension Courses (per quarter unit)	
Lecture and Discussion Courses	27.00

* Subject to revision for 1980–81.

External Degree (per quarter unit)	30–32
Parking Fees:	
Non-reserved spaces, autos	
Regular students, per quarter	12.00
Resident Hall fee (per academic year)	1,836.00
	(approx., subject to change)
Six-week session or period	7.00
Four-week session or period	5.50
Reserved spaces, per month or major fraction thereof	12.00
Two-wheeled, self-propelled vehicles licensed by State Department of Motor Vehicles, per quarter	25% of above
Parking meter (per day)	0.50
Locker usage fee (optional for lower division students)	2.00
Village commuter fee	5.00
(Lower division students not living in dormitories)	

ESTIMATED COSTS PER QUARTER

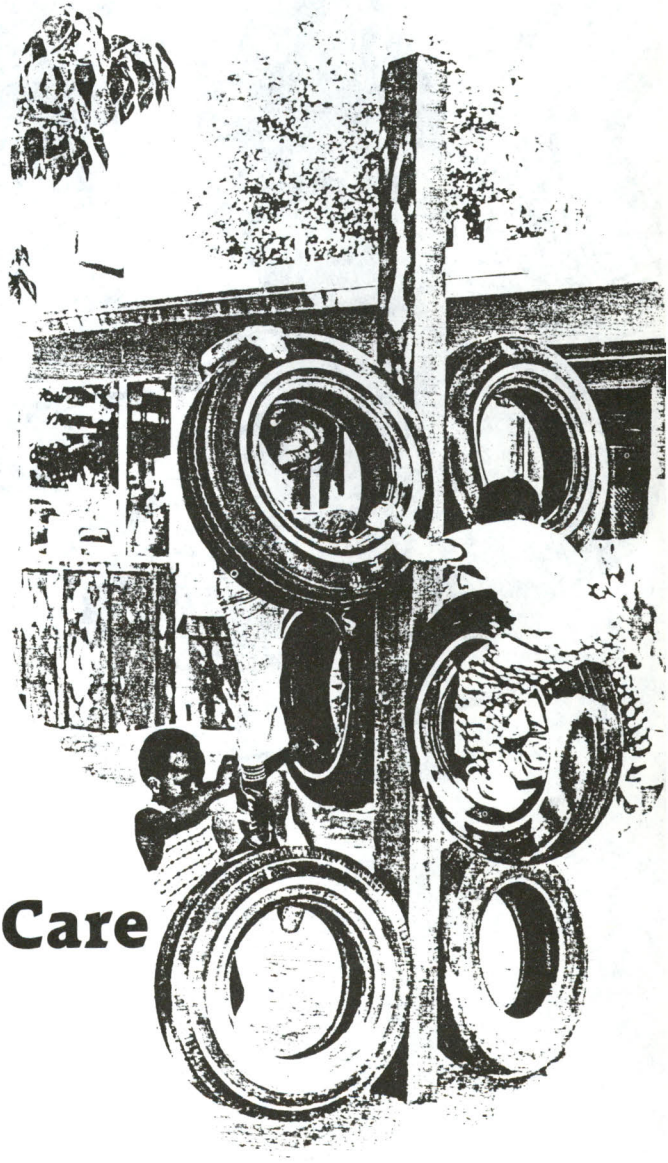
It is estimated that commuter students will pay from $60 to $70 for books and from $51 to $61 for fees, plus parking costs, each quarter. On-campus housing costs which include room and board in the new residence facilities will be approximately $550 each quarter. Students who live in off-campus private housing should allow $600 to $825 each quarter for room and board. Tuition for non-residents of California is paid in addition to the above costs.

DEBTS OWED TO THE INSTITUTION

New and former students may become indebted to the institution. This could occur, for example, when the student fails to repay money borrowed from the institution. Similarly, debts occur when the student fails to pay institution, dormitory, or library fees, or when the student fails to pay for other services provided by the institution at the request of the student. Should this occur, Sections 42380 and 42381 of Title 5 of the *California Administrative Code* authorize the institution to 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. For example, under these provisions the institution may withhold permission to register, and may withhold other services, such as grades and transcripts. If a student believes that he or she does not owe all or part of a particular fee or charge, the student should contact the campus business office. The business office, or another office on campus to which the student may be referred by the business office, will review the pertinent information, including information the student may wish to present, and will advise the student of its conclusions with respect to the debt.

REFUND OF FEES

Fees may be refunded only as authorized by Sections 41802, 41803, and 41913 of Title 5, *California Administrative Code*. Whether a fee may be refunded and the circumstances under which a fee or any part of a fee may be refunded, vary depending on the particular fee involved. Requirements governing refund may include such matters as the reason for seeking a refund (for example, death, disability, compulsory military service), the number of days of instruction which have elapsed before application for refund is made (for example, requests for refund of student services fees, student body organization fees, and student body center fees must be made no later than 14 days following the commencement of instruction and requests for refund of extension course tuition fees must be made prior to the fourth meeting of the class), and the degree to which the campus has provided the services for which the fee has been charged. Details concerning the fees which may be refunded, the circumstances under which fees may be refunded, and the appropriate procedure to be followed in seeking a refund may be obtained from the Registrar.



Child Care

Advising

STUDENT SERVICES

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

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

STUDENT PROGRAMS

The Office of Student Programs assists all students and other members of the campus community to expand extracurricular activites on campus. Activities include clubs and organizations, special interest programs, the intramural program, and the development of a student government. The Program Advisors also work in conjunction with the Housing Office to coordinate campus-wide activities with the residential programs.

All students are encouraged to become involved in developmental plans of various student activities, cultural and recreational programs and ongoing service programs. At present there are approximately 30 student clubs and organizations on campus. Additionally, students are actively serving on numerous campus committees, including the chief policy recommending body on campus, the College Council. The Office of Student Programs makes every attempt to facilitate and channel special interests and to serve student needs as they arise.

FOREIGN STUDENT ADVISING

The Office of Student Programs provides a special advisor to help foreign students with problems of housing, immigration procedures, finances and personal adjustment which might otherwise conflict with the education process.

INTERNATIONAL STUDENT PROGRAMS

Information concerning study opportunities for American students in foreign universities is available from the campus International Programs Coordinator. The Coordinator organizes the selection of U. S. students applying to one of the International Programs operated by the California State University and Colleges in Denmark, France, Germany, Israel, Italy, Japan, Mexico, New Zealand, Republic of China, Spain, Sweden, and the United Kingdom. *For additional information* refer to the section on International Programs under Academic Information.

NATIONAL STUDENT EXCHANGE

Cal State students are provided the opportunity to become better acquainted with different social and educational patterns in other areas of the United States through the National Student Exchange program. It is the responsibility of the National Student Exchange Coordinator to organize exchange procedures with over 40 member institutions and provide students with information on each of these. The Coordinator can be reached in the Office of Student Programs. *For additional information* refer to the section on National Student Exchange under Academic Information.

INTRAMURAL SPORTS

Intramural sports are available to all CSB students on a credit/no credit basis during the academic year. One major sport per quarter is offered (Fall—Football; Winter—Basketball;

Spring—Softball) and over nine tournaments during the year in badminton, frisbee, golf, racquetball, tennis, volleyball, weight-training and a Los Angeles Lakers Basketball Clinic. All sports are co-educational. The program also provides supervision of the physical education facility to allow access to students, faculty and staff during weekday evenings and on weekends.

HOUSING

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

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

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

STUDENT HEALTH SERVICE

The objective of the Student Health Service is to produce and maintain an optimum state of physical and emotional health. To this end, the Student Health Service provides those services normally administered in a physician's office.

Students are urged to enroll in a supplementary health insurance plan to meet major medical expenses not otherwise available through the Health Center.

Students planning to enroll at the college should note that the Medical-Self Evaluation and Health History must be submitted to the Health Center before any type of medical services are provided.

Basic services rendered in support of actual illness or injury are free of charge. Services requested, but not necessary because of actual illness are Augmented Services, and carry a small charge. The fee schedule is posted in the Health Center and published in the Health Center Information Booklet. Students are advised to read the Health Center Booklet for further information on services available.

COUNSELING AND TESTING CENTER

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

COUNSELING

Personal: Emphasis is on the personal growth and development of students, and includes such areas as help; 1) in developing effective interpersonal relationships, 2) with individual concerns, anxieties, dilemmas, or problems, 3) in crisis situations, 4) with clarifying values, 5) in personal adjustments, and 6) in finding ways to increase self-confidence, self-control and self-direction.

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

Educational: Emphasis is on helping students with some aspect of their college enrollment. This may include counsel about academic performance, explanations of curricular requirements, interpretation of policies and procedures, help with poor study habits/skills, referral to an appropriate college department for help with a specific need, and many other concerns.

ACADEMIC ADVISING

Although the student's faculty advisor answers questions pertaining to academic policies and procedures, assistance is also available with these concerns through the Counseling Center.

ORIENTATION

All new students are encouraged to participate in planned orientation activities prior to the start of their first term at the college. The orientation program offers opportunities to become acquainted with the campus, to learn about available services, programs and activities and to meet the faculty and staff.

STANDARDIZED TESTS

Tests and inventories to measure aptitude, achievement, vocational interest and personality are available to students through the Counseling and Testing Center. The tests and inventories are administered to students upon the recommendation of a member of the Counseling staff.

NATIONAL TESTS

The college serves as a National Testing Center for the Graduate Record Examination (GRE), National Teachers Examination (NTE), Graduate Management Admission Test (GMAT), College Level Examination Program (CLEP), Miller Analogies Test (MAT), and the Doppelt Mathematical Reasoning Test (DMRT). Information about all types of tests and the necessary registration forms can be obtained at the Counseling and Testing Center.

HANDICAPPED SERVICES

Special services are available to assist handicapped students in pursuing their college education. In this new program, special equipment and facilities are provided, in addition to individual assistance for students. Areas in which special assistance is provided include:

1) admission and registration, including academic advising,
2) financial aid, including coordination with the Department of Rehabilitation,
3) assistance with special learning needs, including readers for the blind, etc.,
4) personal counseling,
5) coordination of services with various college and community departments, and individuals and agencies in the community.
6) issuance of Handicapped Parking Permits. The Student Health Center will issue a handicap parking permit to those persons submitting verification of need from private physicians or other responsible agencies.

CHILDREN'S CENTER

The Children's Center is a student sponsored program through the College Foundation which is designed to provide developmental activities and care for children aged 2½ through 5. The program is concerned with the personal growth of children while providing a meaningful educational experience for those participating youngsters. Included in the approach is a concern for the children's educational needs, social learning, emotional growth and physical well being.

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

CAREER PLANNING AND PLACEMENT SERVICES

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

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

PART-TIME AND SUMMER PLACEMENT

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

CAREER COUNSELING

Staff members are available for career counseling to assist students in exploring and reaching realistic career decisions by helping students in appraising their strengths and weaknesses relative to career goals and aspirations. In cooperation with the Counseling Center, the Career Planning and Placement Center staff assists students who have been referred to explore various occupational options available to them.

CAREER PLACEMENT INFORMATION

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

CAREER LIBRARY

A career library is maintained to provide information in regards to careers, employment trends, and job search skills. Information concerning individual companies and agencies in addition to graduate school information is available. In addition video tapes on careers and job search skills are maintained in the audio visual center and are available for viewing by students upon referral from the Placement Center.

ON-CAMPUS INTERVIEWS

A program of providing on-campus interviews for seniors and graduates is offered. Since the college opened in 1970, approximately 300 recruiting visits have been conducted on campus by a variety of organizations, including private companies, school districts, and state and federal agencies.

PLACEMENT FILE SERVICE

The Placement Center provides a central location for establishing professional files for registered seniors and graduates. The placement file is especially necessary for all candidates planning to teach at the elementary or secondary level.

VACANCY LISTINGS AND REFERRALS

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

SEMINARS AND WORKSHOPS

The Career Planning and Placement staff offers a village course designed to provide a broad overview of the basic elements of the job search process. This course is normally offered at least once a year. Presentations are also made to classes and seminars relative to careers for specific curriculum areas.

SPECIAL PROGRAMS

EDUCATIONAL OPPORTUNITY PROGRAM

The Educational Opportunity Program at Cal State Bakersfield is designed to admit those students who do not meet the admissions requirements of the CSUC System. Traditionally this eliminated the disadvantaged and/or low-income student. We are searching for students who have the potential and motivation to succeed in college, given proper assistance by EOP through our supportive services. The EOP Program does not use the traditional admissions standards because the admissions standards do not take into consideration such variables as language barriers, cultural differences, motivation and desire.

All application requirements must be completed as soon as possible since there are a limited number of admissions allocated for EOP. Deadline dates are as follows:

FALL QUARTER ..... March 31
WINTER QUARTER ..... November 15
SPRING QUARTER ..... February 15

STUDENT SPECIAL SERVICES

The Educational Opportunity Program has expanded its program to include Student Special Services. The purpose of Student Special Services is designed to provide assistance to students in strengthening their academic skills. These services are provided through the following programs: basic skills development and advanced skills development (i.e. study skills, reading and English); ESL/bilingual learning assistance, math phobia labs, tutorial services, academic counseling and peer counseling.

LEARNING CENTER

Under the aegis of the Educational Opportunity Program and with the cooperation of the entire campus, an academic support program is available for any student experiencing scholastic difficulties. Included in the offerings are: 1) tutorials; 2) study skills improvement, and 3) reading development.

OFFICE OF SCHOOL RELATIONS

The Office of School Relations has been established to serve as a liaison between the various high schools, community colleges and CSB. The office also provides admissions information for prospective students and arranges visits for students and their parents who wish to talk with faculty and staff concerning their educational objectives. Although interviews are not required prior to admission, a visit to the campus will aid in gaining a sense of the educational atmosphere and the collegiate environment. Campus tours are encouraged and may be arranged by contacting the Office of School Relations.

OFFICE OF FINANCIAL AID

The Office of Financial Aids administers a number of financial aid programs to enable students without adequate financial resources to attend California State College, Bakersfield. Students may contact their high school counselor, Community College Financial Aid Office or California State College, Bakersfield's Financial Aid Office for filing instructions.

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

BASIC EDUCATIONAL OPPORTUNITY GRANT

Students who have not received a bachelor's degree are eligible. By filing a Student Aid Application for California and checking the appropriate section, a student may apply. Within four weeks a report will be returned to the student. This report should be submitted to the Financial Aid Office for calculation. All students who want financial aid *must* apply for the Basic Grant.

COLLEGE WORK STUDY PROGRAM

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

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS

Grants range from $200 to $1500 per academic year and are matched with funds from another assistance program administered by the College.

NATIONAL DIRECT STUDENT LOAN

This is a long-term government loan, interest free while students are enrolled in college. A limit of $5,000 is placed on the total that may accrue during the student's undergraduate program. An additional $5,000 may be borrowed for graduate study, or a total of $10,000 if no loans had been received as an undergraduate.

NURSING STUDENT LOAN AND SCHOLARSHIP PROGRAM

This loan program provides up to $2,500 annually to full-time undergraduate students accepted into the nursing program. The scholarship program provides funds to cover fees, books, equipment, and living expenses based upon student need.

CALIFORNIA STATE EDUCATIONAL OPPORTUNITY PROGRAM GRANTS

This program provides up to a maximum of $1,000 to a limited number of full-time students. Recipients of this grant must be admitted to the College's Educational Opportunity Program.

FEDERALLY INSURED STUDENT LOANS AND CALIFORNIA GUARANTEED STUDENT LOAN PROGRAM

Students enrolled at California State College, Bakersfield may take advantage of a bank loan of up to $2,500 per academic year. These loans are made to students by local lending institutions. Payment on this loan does not begin until nine months after the student graduates.

LAW ENFORCEMENT EDUCATION PROGRAM GRANTS

Grant funds are available for in-service law enforcement officers who are employed full-time in a local, state or federal unit of government. These grant funds shall be used to cover the cost of mandatory fees only. Eligible students may pick up the LEEP application from the Office of Financial Aid.

SCHOLARSHIPS

A limited number of scholarships are available to students who are either continuing or have been admitted to the College for full-time enrollment. These scholarships have been made available through the generosity of individuals and organizations within the area that the college serves and are subject to change dependent upon the availability of funds:

Elmer F. Houchin Memorial Honor Scholarships

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

Golden State Honor Scholarships

Scholarships up to $600 each are awarded to first-time freshmen students who have demonstrated outstanding academic ability and exemplary citizenship. Support for these scholarships is generated by donations from various individuals and organizations such as California State College, Bakersfield Advisory Board, F. Dore Scholarship Fund, Mrs. R. E. Frasch, Sr., and the Kern District Federation of Women's Clubs, Bakersfield Chapter.

California Republic Bank

The California Republic Bank provides support for a $500.00 scholarship each year to be awarded to an outstanding first-time freshman student. This scholarship was initiated in memory of the late Victor Machado.

Alan Pattee Scholarships

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

Other Awards

In addition to the scholarships listed above, the following awards are available from various private donors and organizations who wish to assist students in meeting their educational expenses. Interested students should make inquiries for such awards directly to the sponsoring organization, the Financial Aids Office, or the Office of the Academic Village.

American Petroleum Institute
Getty Oil Company
C. E. Strange
Earl J. Cecil
Undergraduate Research Participation Awards
Deans Award in Science and Mathematics
Brandt Scholarship Fund
Village Artisans
Heggblade-Marguleas-Tenneco
Hugh S. Jewett Scholarship Fund
Dr. L. N. Osell Scholarship Fund
J. A. and Flossie Smith
California Society/Certified Public Accountants/Bakersfield Chapter
Junior Symphony Association
American Society for Public Administration
Kern County Medical Society Auxiliary
Kern Medical Center Auxiliary
Blue Cross of Southern California
California Retired Teachers Association
G. A. Holtz
Instrumental Music
Advisory Board of Cal State Bakersfield

SHORT-TERM EMERGENCY LOANS

A limited emergency loan fund is available to provide students small amounts of money on a short-term loan basis for minor emergencies.

OFFICE OF VETERANS' AFFAIRS

California State College, Bakersfield is approved by the Veterans Administration as a training facility for veterans under Chapter 31, Title 38, U.S. Code (Vocational Rehabilitation), Chapter 34, Title 38, U.S. Code (General Educational Assistance), and Chapter 35, Title 38, U.S. Code (War Orphans and Widows). The Office of Veterans' Affairs provides services to approximately 400 veterans currently attending the College under the G.I. Bill. These services include certification of enrollment for educational benefits, direct liaison between the College and the Veterans Administration Regional Office regarding underpayment, overpayment, or nonpayment of benefits, tutorial assistance, counseling on financial, vocational, and academic problems, part-time placement, veterans work-study, information on changes in legislative regulations and procedures, and information concerning College and community services.

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

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

Full Time	12 or more units
¼ Time	9–11½ units
½ Time	6–8½ units

Less than ½ time (1–5½ units) will receive payment for tuition and fees only. Graduate students enrolled in graduate level courses (courses numbered 500–699), or courses acceptable by the particular curriculum department as work towards a masters degree will have their course units weighted at a scale of 1.5.

STUDENT CONDUCT

Students are expected to conduct themselves so as to reflect credit to themselves and to the College. One of the fundamental objectives of the College is to foster the development of students as active and responsible citizens in a democratic society. Students are, therefore, expected to make steady growth in maturity, self-reliance, and self-discipline as they progress toward a degree or credential. To help students achieve this end, the College places reliance not only upon its instructional program, but also upon student government and student-faculty collaboration in many aspects of College community life. For the vast majority of students, these constructive means of defining and learning good standards of conduct and integrity are effective. Student committees are responsible for group conduct at functions sponsored by any officially recognized campus organization whether the events are held on the campus or elsewhere.

In the few instances where disciplinary action is necessary because students have failed to respond to the positive approach which is emphasized in dealing with questions of conduct and responsibility, the College is guided by the California Administrative Code.

This Code provides that a student may be placed on probation, suspended, or expelled for any one of the following reasons:

1. Disorderly, unethical, vicious, or immoral conduct.
2. Misuse, abuse, theft, or destruction of State property.

A student dismissed for disciplinary reasons may be readmitted to the College by administrative action or by College Review Board action.

STUDENT OPINIONNAIRE ON COURSES AND INSTRUCTION

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

Behavioral Science

Science & Mathematics

ACADEMIC INFORMATION

ACADEMIC PLAN

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

ACADEMIC ADVISING

The Academic Village provost assigns each freshman and sophomore to a Village Fellow who serves as advisor until a major is declared. When students have completed 60 quarter units or more of credit they may indicate a major area of study; upon completion of 90 units of credit they must declare a major and be assigned a faculty advisor in their area of concentration. Assignment of this advisor is made by the chair of the appropriate department. Students in the School of Education should check with the School of Education office for direction to the appropriate person or office. Entering juniors and seniors will also be assigned an advisor by the chair of the appropriate department.

Students are urged to consider the following academic opportunities as well as the regular degree programs.

ACADEMIC VILLAGE

The Academic Village at California State College, Bakersfield is unique in the California State University and Colleges system. The Village includes all lower division students and offers special opportunities for resident and commuting students to interact in the living area. All full-time lower division students are assessed a five dollar commuter fee. These fees are returned to the dormitory revenue fund as partial payment for these structures. Resident and part-time students are exempted from this fee.

The college plan has been designed to insure that the classroom and non-classroom portion of the students' college experiences supplement each other.

For lower division students the Academic Village provides a framework within which commuting and residential students receive an integrated program of curricular and co-curricular activities designed to insure the most valuable possible total experience.

Each "house" of the Academic Village includes facilities for commuting members of that house, including recreational and study areas and such facilities as a terminal of the college's dial-access learning system.

Although most offices for faculty members of the college are grouped by departments in order to facilitate professional interchange, the plan establishes a group of "Village Fellows" who have special relationships with students in particular living units, and who have offices in a house.

The plan also establishes Village courses which are innovative in format. The Village courses, which given preference in enrollment to Village members, provide a uniquely informal atmosphere in which beginning students can develop their academic skills. Often a single house is involved in a specific course which emphasizes peer learning and discussion amoong course participants. Commonly the courses are of an interdisciplinary nature and are selected so as to meet general education requirements.

PERSONALIZED HONORS PROGRAM

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

The students invited into the Honors program are awarded "Honors at Entrance" and receive a quarterly stipend during their first six quarters at CSB. The awarding of "Honors at Entrance" and quarterly stipend are not dependent upon student participation in the two-year Honors program.

Honors students may elect to participate in the two-year Honors program. Participation qualifies the students to satisfy the minimum Title 5 general education requirements. The first-year component involves three honors seminars, taught by faculty members of the

Honors Council. In addition to being part of the Honors program, each course satisfies a segment of the general education requirements. The second-year component requires the students to participate in three five-unit independent study courses. To remain in the Honors program, the students must commit themselves to the entire two-year program.

The Honors Council is composed of three faculty members from the School of Arts and Sciences who supervise the Honors program and act as academic advisors to the participating students. They also teach the seminars and assist the students in arranging the sophomore independent study courses.

Information regarding the Personalized Honors Program is available in the office of the Academic Village provost.

ALTERNATIVES TO CLASSROOM STRUCTURE

A student may receive credit for the same knowledge or experience through only one route, and more specifically through only one of the following alternatives to the classroom structure. Thus, for example, Advanced Placement and CLEP credit can not be given in the same area.

PACE PROGRAM OF INDIVIDUALLY PACED STUDIES

Educational innovation at this College calls for a series of educational experiments within the context of its Academic Master Plan and provides the framework for departures from a general pattern of curricula in the California State Colleges. The PACE Program ("Personally Adjusted College Education") is designed to permit the individual undergraduate student maximum flexibility in measured time through which to progress toward the attainment of the baccalaureate degree.

Currently, the College is concentrating on five kinds of experimentation: 1) component (modular) courses; 2) challenge of regular courses by examination; 3) evaluation and credit for experience gained outside of the classroom; 4) use of diagnostic tests and pre-college qualification; and 5) comprehensive examinations for disciplines or segments of disciplines.

Students are urged to explore, through their academic advisors, various options available through this program.

INDIVIDUAL STUDY

A major goal of this College is the inculcation in its students of a commitment to continuing self-education in the years following their graduation. If the College is successful in this endeavor, many of its students will reach a point during their undergraduate years in which they will have the competence and the self-discipline necessary to carry out independent study projects. The program of the College encourages these students to enroll for individual study and research, either on a genuinely independent basis or in cooperation with faculty members who are carrying out research programs.

Individual study courses for one to five units of credit at the 200 or 400 level may be made available to undergraduate students, and at the 500 or 600 level to graduate students, with the approval of the dean of the school in which the departmental courses are offered. Students must present a 3.0 cumulative grade point average after at least 15 quarter units of study at CSB, and may apply a maximum of 20 quarter units of individual study toward baccalaureate requirements. A petition for individual study, which is available in the office of the school dean, must be filed with the dean of the school prior to registration for individual study courses, which is then completed at the same time and through the same procedures as registration for any other course.

MODULARIZED COURSES

As a segment of the College's program of Personally Adjusted College Education (PACE), a number of courses are offered each term on a modularized basis which utilizes self-paced components in these courses to permit variation in the number of credit units earned. Students desiring to take advantage of this opportunity to pursue one or more classes at their own pace should consult class schedules for details of modularized courses available in each quarter.

WAIVER OF PREREQUISITES

Admission to some courses, as indicated in particular course descriptions, is contingent on prior or, in some instances, concurrent enrollment in specified other courses. A student whose special circumstances may merit the waiver of these prerequisite requirements may request permission for such waiver from the instructor.

EXPERIENTIAL PRIOR LEARNING CREDIT

A student who has had prior off-campus experience relevant to the curriculum of this college may petition for academic credit to be awarded for the learning which has occurred. The amount of credit is determined only after self- and faculty assessment of the scope and quality of this learning. The amount of credit for all experiential learning may not exceed 20 quarter units. Students interested in this possibility should consult with their school dean or department chair. Evaluation of experiential learning will take varied forms. It will frequently require complementary academic study. Experiential learning credit, which is counted as resident credit, is awarded on a credit, no-credit basis only. Such courses may not be counted for graduate credit.

PROFICIENCY EXAMINATIONS

Qualified students may receive a waiver of some course requirements on the basis of satisfactory performance on proficiency examinations. A student may secure specific information on proficiency examinations by inquiring at the office of the appropriate school dean.

ADVANCED PLACEMENT

California State College, Bakersfield grants credit toward its undergraduate degrees for successful completion of examination of the Advanced Placement Program of the College Entrance Examination Board. Students who present scores of three or better will be granted nine quarter units (six semester units) of college credit. Credit will be allowed in courses most nearly equivalent to the material covered in the Advanced Placement Program. A student who has taken Advanced Placement Program examinations should request that his scores be sent to the Office of Admissions and Records.

COLLEGE-LEVEL EXAMINATION PROGRAM

The College Entrance Examination Board has established the College-Level Examination Program (CLEP) to enable those who have reached the college level of education outside the classroom through correspondence study, television courses, on-the-job training, and other means—traditional or non-traditional—to demonstrate their achievement and to use the test results for college credit or placement. Information on the credit that will be awarded by this college for satisfactory scores on CLEP examinations is available from the Office of Counseling and Testing.

The College-Level Examination Program (CLEP) makes it possible for students to apply the results of the College-Level Examinations for credit or placement. There are four General Examinations of which the student may write in one or more of the following areas: Humanities, Mathematics, Natural Sciences, and Social Science. The General Examinations are intended to provide a comprehensive measure of undergraduate achievement in these four basic areas of the Liberal Arts. They are not intended to measure advanced training in any specific discipline, but rather to assess students' knowledge of fundamental facts and concepts, their ability to perceive relationships, and their understanding of the basic principles of the subject. There also are approximately eighteen Subject Examinations from which promising students may avail themselves of the opportunity to earn credit by examination. The Subject Examinations differ from the General Examinations in that the former are more closely tied to course content and are intended to cover material that is typical of college courses in these subjects.

Students are ineligible to receive credit through the CLEP general or subject examinations if they have previously received college credit in the testing area in which they seek to gain credit.

A student who has taken examinations through the College-Level Examination Program should request that scores be sent to the Academic Village provost.

ENGLISH AND SCIENCE/MATHEMATICS EQUIVALENCY TESTS

The English and Science/Mathematics Equivalency tests provide an opportunity to first-time freshman students (or students who have not been awarded equivalent degree credit for regular course work, credit by examination, or correspondence or military study) to receive college credit by examination in English, General Mathematics, Algebra-Trigonometry, Calculus-Analytic Geometry, Statistics, Chemistry, Biology, and Calculus. These system-wide tests, administered on each campus, are offered at CSB in late April and May by the Office of Counseling and Testing.

The English Equivalency Examination consists of a 90-minute essay test and a 90-minute objective examination on the analysis and interpretation of literature. By passing this examination, a student may earn 9 quarter units of credit which, at CSB, are regarded as equivalent to successful completion of English 100, English Composition, and English 101, Introduction to the Nature of Literature.

The Science/Mathematics Equivalency tests offer the opportunity to earn 3 semester units (4.5 quarter units) each in the areas listed below. CSB equivalent courses are also indicated.

Mathematics General Exam	Math 102
College Algebra—Trigonometry	Math 106
Introductory Calculus	Math 120
Statistics	Math 140
Chemistry	either Chem 150
	or Chem 201
Biology	No equivalent course, but counts toward science credit in general education

CREDIT BY EXAMINATION

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

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

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

ACADEMIC PROGRAMS

The academic program of the College provides for a student's course work to consist of three approximately equal segments: general education requirements, to be satisfied during the freshman and sophomore years; major requirements, which may be begun as a sophomore and will occupy a major part of the junior and senior years; and electives. The requirements for general education and for the major have been designed to provide substantial opportunity for the student to select from a variety of possibilities.

The cumulative significance of the program features outlined above is that college-wide requirements for a degree are as follows:

General Education	65 quarter units
Minimum major, including Senior Seminar	55 quarter units
Electives	66 quarter units
Total hours required for graduation	186 quarter hours

In addition to the college-wide major requirements each school or department may have additional requirements for its majors. These are listed under each area.

ACADEMIC OFFERINGS

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

	Undergraduate Programs			*Graduate Programs*		
	xx Denotes Interdisciplinary			*xx Denotes Interdisciplinary*		
	BA/BS	*Concentrations*	*Minors*	*MA/MS*	*MBA/MPA*	*Concentrations*
Accounting (BS-Bus Adm)		x				
Agricultural Biology (BS-Biol)		x				
Anthropology (BA)	x		x			
Art (BA-Fine Arts)		x	x			
Asian Studies			xx			
Behavioral Sciences (MA)				x		
Bilingual/Bicultural (MA-Educ)						x
Biochemistry (BS-Chemistry)		x				
Biology (BS)	x		x			
Black Studies			xx			
Business Administration (BS; MBA)	x		x		x	
Chemistry (BS)	x		x			
Chicano Studies		xx	xx			
Child Development (BA)	xx					
Communication Studies (BA-English)		x	x			
Counseling & Personnel Services (MA-Educ)						x
Criminal Justice (BA)	xx					
Early Childhood Education (MA-Educ)						x
Earth Sciences (BS)	x		x			
Economics (BA)	x		x			
Education (MA)				x		
Educational Administration (MA-Educ)						x
Elementary Curriculum & Instruction (MA-Educ)						x
English (BA; MA)	x		x	x		
Environmental Studies (BS-Biol; BS-Earth Sci; BA-Econ)		xx				
Finance (BS-Bus Adm)		x				

	Undergraduate Programs			*Graduate Programs*		
	xx Denotes Interdisciplinary			*xx Denotes Interdisciplinary*		
	BA/BS	*Concentrations*	*Minors*	*MA/MS*	*MBA/MPA*	*Concentrations*
Fine Arts (BA)		x	x			
French (BA)		x	x			
Geography			x			
Geology (BS-Earth Sciences)		x	x			
Health Care Management (MS-Admin)				x		
Health Science (BS)	x					
History (BA; MA)		x	x	x		
Human Services (MA-Behav Sci)						x
Latin-American Studies			xx			
Liberal Studies	xx					
Management & Operations Analysis (BS-Bus Adm)		x				
Marketing (BS-Bus Adm)		x				
Mathematics (BS)		x	x			
Medical Technology (BS-Health Sci)		x				
Music (BA-Fine Arts)		x	x			
Nursing (BS)	x					
Philosophy (BA)	x		x			
Physical Education (BS)	x					
Physical Sciences (BS)	x		x			
Physics (BS-Phys Sci)		x				
Political Science (BA)	x		x			
Psychology (BA; MS)	x		x	x		
Public Administration (BA; MPA)	x		x		x	
Reading (MA-Educ)						x
Religious Studies (BA-Philos)		x	x			
Secondary Curriculum & Instruction (MA-Educ)						x
Sociology (BA)	x		x			
Spanish (BA)	x		x			
Special Education, General (MA-Educ)						x
Special Major (BA)	x					
Speech & Theatre			xx			
Theatre Performance (BA-Fine Arts)		x	x			
Women's Studies			xx			

Special Major

The college is also authorized to award a Bachelor of Arts degree with a Special Major, for programs not conforming to regular concentrations. A student may propose a program of correlated studies in two or more fields for a Special Major. Proposals are considered for approval by the vice president, on the request of the student and an advisor.

Program Emphases

Within the degree programs and concentrations offered by the Schools of Arts and Sciences and Business and Public Administration, there are the following program emphases:

Arts and Sciences

Within the Anthropology program (BA in Anthropology), the student may emphasize:
General Anthropology
Community Anthropology

Within the concentration in Art (BA in Fine Arts), the student may emphasize:
Art Studio
Art History

Within the Behavioral Sciences program (MA in Behavioral Sciences), the student may emphasize:
Social Science Teaching
Human Services

Within the History program (MA in History), the student may emphasize:
American History
European History
Latin-American History

Within the Sociology program (BA in Sociology), the student may emphasize:
General Sociology
Social and Health Institutions
Family and Socialization

Business and Public Administration

Within the concentration in Finance (BS in Business Administration), the student may emphasize:
General Finance
Insurance
Real Estate
Economics
Banking

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

Within the Public Administration program (BA in Public Administration), the student may emphasize:
Operations Analysis in the Public Sector
Public Budgeting and Financial Control
Public Personnel Administration
Health Care Management

Within the Public Administration program (MPA), the student may emphasize:
Administration of Justice
Planning Administration and Public Policy
Recreational Administration

PRE-PROFESSIONAL PROGRAMS

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

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

Pre-Engineering

The College does not offer engineering degrees or courses. However, engineering programs in general include numerous courses in chemistry, mathematics and physics as well as such general education courses as English, psychology, economics, etc. Students planning

to pursue a degree in engineering may therefore complete a substantial part of their course requirements at the College.

The number and sequential nature of engineering courses required for an engineering major are such that a student must plan his pre-engineering work carefully if he is to be able to complete an engineering baccalaureate in four years. Students contemplating transfer to an institution offering an engineering degree are urged to study the catalog of that institution and plan their preliminary work accordingly.

Those interested in pre-engineering programs are advised to consult with the chair of the Physics Department for information and assistance in planning their programs.

Pre-Law

Law schools are concerned about the general quality of an applicant's undergraduate education rather than about his having taken specific courses. Advice on preparation for law school is available to CSB students from the pre-law advisor in the Political Science Department.

Pre-Medical

The College offers course work appropriate to meet the requirements of medical and other professional schools in the health sciences including dentistry, veterinary medicine, and pharmacy.

While pre-medical students may major in any area of interest to them, most medical schools also require certain minimum amounts of course work in biology (two years), chemistry (two years), and physics (one year). Courses which would ordinarily be used to satisfy these requirements include: Chemistry 201, 202, 203, 311, 312, and 313; Biology 201, 202, 203, 303, 304, and 351 or other upper division electives; Physics 201, 202, 203; or equivalent. Course work in mathematics is highly recommended.

Although application to medical school may be made after three years of college work, competition is severe and students are advised to select courses so that, should admission be denied, they would be able to complete requirements for the B.S. degree, including a major, within one additional year. Interested students should contact the office of the dean of Arts and Sciences for assistance.

Students interested in pre-medical and other health science programs are advised to consult information concerning admission requirements to pre-professional schools, available in the offices of the Departments of Health Sciences, Biology, and Chemistry, and to confer with their chairs.

INTERNATIONAL PROGRAMS

The California State University and Colleges (CSUC) offers opportunities for students to pursue their studies at a distinguished foreign university or special program center. Under the auspices of the CSUC Office of International Programs, participants in this program are concurrently enrolled at their home campus, where they earn academic credit and maintain campus residency, and at an overseas institution of higher education.

Cooperating universities abroad include the University of Provence, France; the Universities of Heidelberg and Tübingen, Germany; the Hebrew University of Jerusalem in Israel; the University of Florence, Italy; the Universidad Ibero-Americana, Mexico; the Universidad Católica, Peru; the Universities of Granada and Madrid, Spain; the University of Uppsala, Sweden; Lincoln University College of Agriculture and Massey University, New Zealand; and Waseda University of Japan. In the United Kingdom, cooperating universities (which may vary from year to year) include, among others, Aberdeen, Bangor, Heriot-Watt, Leicester, London, Manchester, Oxford, Liverpool, Lampeter, Sheffield, and Strathclyde. In addition, CSUC students may attent a special program in Taiwan, Republic of China, or an architecture program in Copenhagen, Denmark, or special business programs in Israel or Denmark.

Eligibility for application is limited to those students who will have upper division or graduate standing by September 1980 at a CSUC campus; who have demonstrated the ability to adapt to a new cultural environment; and, who, in the cases of France, Germany, Mexico, Peru, and Spain, will have completed at least two years of college-level study in the language of instruction at the host university, or possess equivalent knowledge of the language. At the time of application, students must have a minimum cumulative grade point average (GPA) for all college-level work of 2.75, except for programs in Israel, New Zealand, Peru, and the United Kingdom where a minimum GPA of 3.0 is required. Selection is competetive and is based on home campus recommendations and the applicant's academic record. Final selection decisions are made by a statewide committee of faculty members, except for the programs in New Zealand and the United Kingdom where final selections are made by the respective host universities.

The International Programs supports all tuition and other academic and administrative costs overseas for each of its participants to the same extent that such funds would be expended to support similar costs in California. Students assume costs for pre-departure orientation, insurance, transportation, housing, and meals. Home campus registration and other fees and personal incidental expenses or vacation travel costs while abroad are also paid by the student. Nonresident students are subject to nonresident fees. The Office of International Programs collects and administers funds for those items which the program must arrange or can negotiate more effectively, such as home campus fees, orientation costs, insurance, outbound transportation, and, in some centers, housing. International Programs participants may apply for any financial aid available at their home campuses, except for campus work-study.

Applications for the 1980–81 academic year must be submitted before February 9, 1980, except for New Zealand and the United Kingdom. Applications for the New Zealand program must be submitted by May 11, 1980, for participation during calendar year 1981. (The academic year in New Zealand begins in February and ends in October.) United Kingdom applications must be submitted by January 5, 1980.

Details information and application materials may be obtained from the campus International Programs Coordinator; further information may also be obtained by writing to The California State University and Colleges International Programs, 400 Golden Shore, Suite 300, Long Beach, California 90802.

NATIONAL STUDENT EXCHANGE

Cal State Bakersfield is one of over 40 state colleges and universities within the United States that participate in the National Student Exchange program. Students may spend a year or part of a year at one of these institutions and return to CSB to complete their undergraduate education. This program provides the student with new academic and social experiences through a simplified admissions process and assurance of full academic credit at CSB during the term of exchange at a minimal cost to the student.

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

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

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

Applications for the 1980–81 academic year should be submitted before February 15, 1980. Catalogs, detailed information, and applications are available from the National Student Exchange Coordinator in the Student Center.

EXTENSION AND SUMMER SESSION PROGRAMS

Courses are available through the Division of Extended Studies and are offered as a separate function from the courses offered during the regular fall, winter, and spring quarters. Inquiries concerning courses to be offered, admission to extension courses, and other details should be directed to the Division of Extended Studies at the college.

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

The CSB Extension program also may offer on campus non-credit courses numbered X1 to X99; non-transferable courses, numbered X800 to X899, graded in continuing education units (CEU's) designed for relicensure requirements, not applicable to a degree; and non-transferable professional or in-service courses numbered X900 to X999.

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

EXTERNAL AND CONSORTIUM DEGREE PROGRAMS

Through the Division of Extended Studies, CSB is authorized to provide a B.S. in Business Administration and an MPA in Public Administration in China Lake-Ridgecrest; a B.S. in Nursing in the San Luis Obispo service region, and an M.A. degree in Education in the Porterville/Lindsay area. The college is also cooperating in a consortium B.A. in Liberal Studies in the service area.

DEGREE REQUIREMENTS

GRADUATION REQUIREMENTS APPLICABLE

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

1. During the term they entered CSB
2. During the term they began college work, provided they have been in continuous attendance in regular sessions and in the same general curriculum in any state college or California community college
3. During the term in which graduation requirements are completed

REQUIREMENTS FOR THE BACCALAUREATE DEGREE

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

Units

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

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

Residence

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

Scholarship

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

GENERAL EDUCATION REQUIREMENTS

In conformity with the general education requirements established by the State Board of Trustees, CSB requires 65 quarter units of courses distributed among Basic Subjects, natural sciences and mathematics, humanities, behavioral sciences, and the Academic Village.

1. Ten quarter units (two courses) in Basic Subjects. This is to be satisfied by Advanced Composition (English 110) and one quarter of either Mathematical Inference (Math 102) or Logic (Philosophy 102). Either or both parts of this requirement will be waived for students who receive a satisfactory score on a proficiency examination administered by the college. A course taken to satisfy part of this requirement may not be counted toward satisfaction of another general education requirement.
2. Fifteen quarter units (three courses) listed by at least two of the following departments: Biology, Chemistry, Health Sciences, Mathematics, Nursing, Physics/Earth Sciences. This work must include at least one, but not more than two, courses (numbered 100) dealing with a discipline in perspective.
3. Twenty quarter units (four courses) listed by at least three of the following departments: English, Fine Arts, Foreign Languages, History, Philosophy/Religious Studies. This work must include one course (numbered 101) dealing with the nature of a discipline, and may include English 100.
4. Fifteen quarter units (three courses) listed by at least two of the following departments: Economics, Political Science, Psychology, Sociology/Anthropology.
5. Five quarter hours of general education courses from the Academic Village. (New courses are designed and offered from term to term, and are identified in the Class Schedule as satisfying this requirement.)
   TOTAL—65 quarter units.
   (See "Community College Certification of General Education" on page 66.)

AMERICAN INSTITUTIONS REQUIREMENT

The California Education Code requires that each student qualifying for graduation with a bachelor's degree shall demonstrate competence in the following areas of American institutions:

1. The Constitution of the United States
2. American history, including the study of American institutions and ideals
3. The principles of state and local government established under the Constitution of the State of California

Each student shall meet these requirements, either by passing a comprehensive examination on these fields prepared and administered by the College or by completing appropriate courses.

Students transferring from other accredited institutions of collegiate grade who have already met these requirements will not be required to take further courses or examinations therein.

All three parts of the requirement must be met. Students may satisfy each part by separate examination or by designated courses, or by combinations of courses and examinations.

Courses used to satisfy this requirement may also be used to satisfy major/minor requirements.

1. *Courses satisfying both American history and United States Constitution requirements:*

   History 231. Survey of American History to 1865
   History 352. Revolutionary America, 1750–1789

2. *Courses satisfying both American history and California state and local government requirements:*
   History 356. The Civil War Era, 1828–1877
   History 370. Early California
   History 371. Modern California
3. *Courses satisfying American history requirement only:*
   History 232. Survey of American History Since 1865
   History 355. Early National Period, 1789–1828
   History 357. Emergence of Industrial America, 1877–1920
   History 358. Urban America, 1920 to present
   History 368. The American Indian
   History 436. Inter-American Relations
   History 440. Growth and Decline of an American Empire
   History 445. The Frontier in American History to 1848
   History 446. The Frontier in American History Since 1848
   History 450. Economic History of the United States
   History 455. The Social Fabric: A History of American Life I
   History 456. The Social Fabric: A History of American Life II
   History 464. Growing Up in America
   History 465. History of Black America to 1865
   History 466. History of Black America Since 1865
   History 468. The Chicano Experience Since 1846
4. *Courses satisfying both U.S. Constitution and California state and local government requirements:*
   Political Science 101. American Government and Politics
   Political Science 240. Honors Seminar: The Nature of Politics
   Political Science 312. Political Parties and Elections
   Political Science 314. Judicial Politics
   Political Science 315. Civil Liberties
   Political Science 316. Legislative Politics
   Behavioral Science 321. Community Politics
   IN ST 375. Administrative Processes in Government

Information regarding arrangements under which proficiency examinations will be given on the campus can be secured from the History or Political Science Departments.

WRITING SKILLS REQUIREMENT

On May 26, 1976, the Board of Trustees approved a resolution requiring a demonstration of writing skills competency as a requirement for graduation. Students are advised to obtain further information from the Office of School Relations or the office of the Academic Village provost on currently available methods for meeting this requirement.

BACHELOR OF ARTS

Each candidate for a Bachelor of Arts degree is required to complete a major with a minimum of 36 quarter units, exclusive of courses used to meet the requirements in general education. Specific requirements for each major, including any requirements of supporting or cognate courses, are described in this catalog. The disciplinary major must be complemented by satisfactory completion of one of the four options listed below:

a. An augmented major 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
b. A minor consisting of at least 20 quarter units within a minor program designed by another discipline, approved by the student's advisor.
c. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin-American Studies, Women's Studies, Crime, Law and Society, and Environmental Studies
d. A second major.

Credits in appropriate courses may be used toward satisfaction both of general education requirements and of requirements for an augmented major, a minor, or an interdisciplinary concentration.

BACHELOR OF SCIENCE

Students majoring in one of the sciences or in a professional program are required to have a major of at least 55 quarter units, including a Senior Seminar, plus any required supporting courses. They are not required to have a minor, though course work in a related area may be counted toward the major.

DOUBLE MAJORS

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

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

Students graduating with a double major are required to complete all components of each major, including the Senior Seminar.

SECOND BACCALAUREATE DEGREE

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

1. A student may not be granted two baccalaureate degrees at the time of meeting the requirements for graduation from the College.
2. A student desiring a second baccalaureate degree should have the written approval of the department chair of the major in which he seeks the second degree.
3. To earn a second baccalaureate degree:
   a. the student should meet the current general education requirements of CSB;
   b. the student should meet the concentration requirements for the second degree, including the major and the minor, if applicable;
   c. units taken for the first baccalaureate degree may be counted, but the student must take an additional 36 units of work and meet residency requirements. A minimum of 18 quarter units of the last 30 quarter units must be taken at CSB.
4. If two baccalaureate degrees are granted, they must be different degrees; e.g., B.A. *and* B.S., not two B.A.'s or two B.S.'s.

REQUIREMENTS FOR THE MASTER'S DEGREE

For each graduate degree program, a minimum of thirty-two quarter units must be completed in resident study at the college. *A program will consist of a minimum of 45 quarter units, and not less than one-half of the units required for the degree shall be in courses organized primarily for graduate students.* Information on requirements for each master's degree offered by the college is available from the Graduate Studies Office, the dean of the appropriate school, or in the appropriate section of this catalog. The college also publishes a Graduate Bulletin which incorporates information on all master's programs presently available.

EVALUATION AND ACCEPTANCE OF TRANSFER CREDIT *

After a student has been accepted for admission, the Evaluations Office of Admissions and Records will evaluate previous college work in terms of its relationship to the graduation requirements of the College. Each transfer student seeking a degree will be issued an evaluation of transfer credit which will serve as the basis for determining the remaining requirements for the student's specific objective. The evaluation remains valid as long as the student matriculates at the date specified, pursues the objective declared, and remains in continuous enrollment. These evaluations are conditional and are subject to revision by the dean of the school of the student's major during the first quarter that the student is in attendance; therefore, transfer students should discuss their evaluation in detail with their academic advisors to insure that all credit earned has been granted and that they have satisfied prerequisites for future requirements.

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

CREDIT FROM A FOUR-YEAR COLLEGE OR UNIVERSITY *

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

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

CREDIT FROM A COMMUNITY COLLEGE *

The College will accept for full transfer credit all nonremedial 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 up to a maximum of 105 quarter (70 semester) units. Courses taken at a community college by a student who has already completed 105 units of community college work may be used to fulfill course requirements but do not carry unit credit towards total units required for the degree. No upper division credit may be allowed for courses from a community college.

COMMUNITY COLLEGE CERTIFICATION OF GENERAL EDUCATION

Community colleges may certify through established procedures that a student has completed in total the State University and Colleges general education requirement in Basic Subjects, science, humanities, and social sciences, or has completed the requirements in one or more individual areas. The student should request the community college to send the certification to the Evaluations Office of Admissions and Records at CSB. (See General Education Requirements, p. 63.)

CREDIT FROM NON-ACCREDITED COLLEGES *

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

CREDIT FOR EXTENSION, CORRESPONDENCE, AND USAFI WORK

The College 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 USAFI (United States Armed Forces Institute) courses. No more than 13 quarter units may be accepted toward a master's program.

CREDIT FOR MILITARY SERVICE

Students with 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 USAFI (United States Armed Forces Institute) courses. A copy of service separation papers (service form DD-214) should be submitted to the Admissions Office during the admissions process.

CREDIT FOR PEACE CORPS SERVICE

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

SUBSEQUENT ENROLLMENT AT OTHER INSTITUTIONS

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

CHANGE OF DEGREE OBJECTIVE

Students wishing to change their degree objective from "Undeclared" or any specified major to another major area of study are required to submit the "change of degree objective" form to the Registrar's Office.

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

APPLICATION FOR GRADUATION

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

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

GRADUATION DATES

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

COMMENCEMENT

A single commencement ceremony is held in June of each year.

PROVISIONAL POST-BACCALAUREATE CREDIT

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

GRADUATION WITH HONORS

Graduation with honors is awarded to those students who have completed at least 60 resident units of letter grade work as part of their baccalaureate program and whose cumulative grade point average for all work taken toward the degree and for all work taken at CSB is as follows:

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

DEAN'S LIST

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

ACADEMIC COURSE LOAD

A student is normally permitted to enroll in a maximum of three full-term courses each quarter, the equivalent of 15 quarter units, plus one or two single-credit courses. A student with a CSB grade point average above 2.5 may request permission to carry more than 17 units per quarter by petition to the appropriate school dean. A full-time student with a CSB grade point average of 3.3 or better may carry extra courses without petition. Loads in excess of 17 units are not permitted for first-quarter CSB students.

CONCURRENT ENROLLMENT

A student at CSB who desires to enroll for concurrent work at another institution or in this college's extension program may file a request with the Director of Admissions and Records. No student will be permitted to receive credit toward graduation for a combination of courses taken at CSB and elsewhere which total more than would have been approved in any one quarter under the College's overload policy. A student desiring to combine CSB and other work to a total that would require approval of a petition if all the

work were taken at this college should submit a petition for overload prior to the time for such enrollment.

CLASS SCHEDULE

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

CLASS MEETINGS

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

CLASS ATTENDANCE

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

COURSE NUMBERING SYSTEM

1– 99	Courses which carry no credit toward a degree or a credential
100–199	Lower division courses designed as freshman level, but also open to other students
200–299	Lower division courses designed as sophomore level, but also open to other students
300–399	Upper division courses of junior and senior level, but may also be open to lower division students, which do not give graduate credit
400–499	Upper division courses of junior and senior level, not open to lower division students, which may give post-baccalaureate or graduate credit
500–599	Graduate courses also open to seniors and credential candidates
600–699	Courses designed primarily for graduate students (may be restricted to graduate students)
800–899	Courses graded in Continuing Education Units (CEU's) designed for relicensure requirements; not applicable to a degree
900–999	Courses designed for professional groups seeking vocational improvement or career development. Credit for these courses would not apply to degrees or credentials

REMEDIAL COURSES

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

GRADING SYSTEM

Grade Symbol	*Explanation*	*Grade Points Per Quarter Unit*
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1

F	Failing	0
W	Withdraw	0
I	Incomplete	0
CR	Credit	0
NC	No Credit	0
RD	Report Delayed	0
AU	Audit	0
SP	Satisfactory Progress	0
U	Unauthorized Incomplete	0

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

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

I (Incomplete) is recorded when a student has been doing satisfactory work in a course, but for unforeseen reasons judged appropriate by the instructor should be permitted additional time to complete the requirements. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. The instructor will submit an "Incomplete" notice and the symbol "I" will be entered on the student's permanent record. A final grade is assigned upon completion and evaluation of the work agreed upon. Each incomplete grade must be removed by the end of the subsequent academic quarter unless the instructor has set a later date for stated reasons, this date to be no more than a year from the end of the quarter in which the incomplete was incurred. This limitation prevails whether or not the student maintains continuous enrollment.

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

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

The symbol "U" indicates that an enrolled student did not withdraw from the course but failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evalua-

tion of academic performance possible. For purposes of grade point average and progress point computation this symbol is equivalent to an "F."

"C", "NC" for undergraduate credit:

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

Students may change their enrollment to or from credit, no-credit grading only during the period in which they are allowed to add classes to their regular academic programs. A grade of "CR" is awarded for work of "C" or better; the grade "NC" is awarded for the grades "D" and "F".

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

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

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

"C", "NC" for graduate credit:

A student enrolled in a one-year, 45-quarter-unit master's degree program may complete up to 10 quarter units of course work on a non-optional credit, no-credit basis. A student in the two-year, 90-quarter-unit master's degree program may complete no more than 15 quarter units of non-optional credit, no-credit course work.

For all graduate level courses, the grade "CR" is awarded for the grades "A" and "B" and the grade "NC" for the grades "C", "D", and "F".

AUDITORS

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

GRADE CHANGE POLICY

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

REPEAT COURSES

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

ACADEMIC RENEWAL

In exceptional circumstances a student may be granted permission to have an unsatisfactory grade, earned in a subsequently repeated course, excluded in computing the student's grade point average required for graduation, or may be granted permission to have up to one year of undergraduate course work, taken at least five years earlier, disregarded from all considerations associated with requirements for the Baccalaureate Degree. This policy does not apply to graduate students.

Any student interested in the possibility of utilizing this "academic renewal" policy should consult with the Office of the Registrar.

INTEGRITY OF SCHOLARSHIP AND GRADES

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

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

A student may not submit a paper (or two papers which are substantially the same) for credit in two different courses unless a prior agreement to accept such work has been made between the instructors involved.

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

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

SCHOLARSHIP STANDARDS

Students' academic standing is determined by the quality of their performance and progress toward their objective. Academic status is determined by a progress point scale based on the grade point computation for letter grades, set forth above at page 68, augmented by the assignment of two progress points per unit for the CR grade.

GOOD STANDING

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

PROBATION

Undergraduate students are subject to academic probation if in any quarter they fail to earn twice as many progress points as units attempted during that quarter or their CSB cumulative grade point average is less than 2.0, except that freshmen are exempt from this requirement in their first quarter of attendance. For graduate students, the minimum acceptable grade point average is 3.0.

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

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

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

ACADEMIC DISMISSAL

Students are subject to academic dismissal if:

1. They fail, following a quarter in which they are on probation, to earn twice as many progress points as all units attempted during that quarter or if their CSB cumulative grade point average is less than 2.0 as an undergraduate or 3.0 as a graduate student
2. Their grade points in any quarter, whether on probation or not, are less than 1.0, except that freshmen are exempt from this requirement in their first quarter of attendance
3. Their CSB cumulative grade point deficiency and overall educational record make it seem unlikely that the deficiency will be removed within a reasonable period

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

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

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

READMISSION OF DISQUALIFIED STUDENTS

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

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

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

Students dismissed for academic-administrative reasons who apply for readmission will have their applications considered by the dean of the school to which they are applying for readmission.

ACADEMIC PROBATION AND DISQUALIFICATION OF GRADUATE AND POST-BACCALAUREATE STUDENTS

A. Standards for Placing Graduate Students on Scholastic Probation

A graduate student will be placed on scholastic probation at the end of a quarter if the student's grade point average on all work attempted at California State College, Bakersfield, subsequent to the student's admission to a graduate program, falls below a 3.0 grade point average. Students enrolled in graduate programs may be subject to scholastic probation when performance is judged to be unsatisfactory with respect to scholastic

or professional standards, as judged by the coordinator and/or dean of the respective graduate degree program. Students should consult with their respective departments regarding acceptable standards in those cases where departments have established a policy which is higher than the campus policy.

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

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

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

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

STUDENT CLASSIFICATIONS

CLASS LEVEL

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

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

ADMISSION STATUS

Pre-Baccalaureate/General

Final	Met all admission requirements
Probational	Admitted with scholastic deficiency
Conditional	Permitted to register pending official verification of final admission status
Extension	Permitted to register for extension course work only (See Note, p. 66)
Summer	Permitted to register for summer session course work only

Post-Baccalaureate

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

Graduate

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

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

REGISTRATION STATUS

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

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

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

Full-Time:

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

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

NONDISCRIMINATION ON THE BASIS OF SEX

The California State University and Colleges does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder prohibit discrimination on the basis of sex in education programs and activities operated by California State College, Bakersfield. Such programs and activities include admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of CSB may be referred to the Dean for Administration, the campus officer assigned the administrative responsibility of reviewing such matters, or to the Regional Director of the Office of Civil Rights, Region 9, 760 Market Street, Room 700, San Francisco 94102.

NONDISCRIMINATION ON THE BASIS OF HANDICAP

The California State University and Colleges does not discriminate on the basis of handicap. The CSUC operates in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted thereunder, in admission or access to or treatment or employment in the programs and activities of The California State University and Colleges. A Counselor and Coordinator of Disabled Services has been designated to coordinate the efforts of California State College, Bakersfield to comply with the Act and its implementing regulations. Inquiries concerning compliance may be addressed to this person at the Counseling Center, 833-2131.

CENTERS AND INSTITUTES

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

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

The Center for Business and Economic Research encourages research and dissemination of information that will benefit the public and private sectors of the community; fosters developmental programs in business, economics, and public administration which may from time to time require the establishment of institutes or workshops; facilitates the establishment of externally funded research programs; and serves as a focal point for contact with and assessment of business and economic research needs of the community.

The center, which is administered by a board, publishes a regular newsletter, *Administrative Commentary,* and periodical *Supplements* of a topical nature, as well as monographs on selected research topics. Three special service institutes have been organized under the auspices of the Center for Business and Economic Research: the Institute of Accounting, the Institute for Insurance Studies, and the Public Administration Institute. Each of these institutes provides specialized teaching and research services for its own special constituents. Information may be obtained from the office of the dean of Business and Public Administration.

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

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

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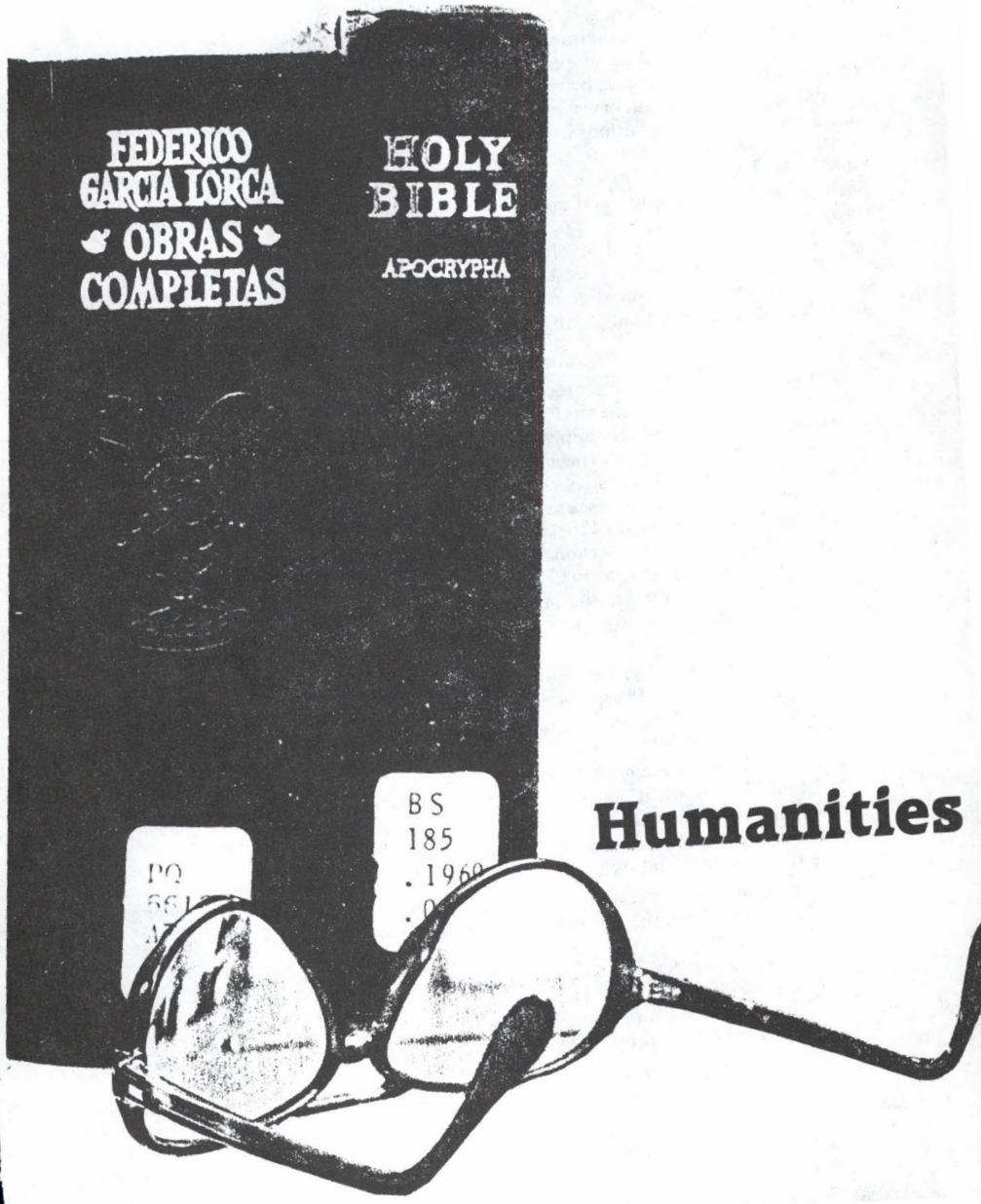


Humanities

INTER-SCHOOL PROGRAMS

INTER-SCHOOL MAJORS

Child Development.. Administered through the School of Education
Liberal Studies..... Administered through the School of Arts and Sciences

CHILD DEVELOPMENT MAJOR

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

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

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

REQUIREMENTS FOR THE MAJOR

For the Bachelor of Arts degree in Child Development, a student must demonstrate competency with the basic theoretical, conceptual, and methodological perspectives underlying a broad interdisciplinary approach to the study of child development. Prior to becoming a major, the student is expected to have completed all three prerequisite courses, including a college-level statistics course. To fulfill the major requirements, the student must complete at least 12 courses as specified below. Students must also complete one of the three options listed in item E below, involving 20 additional units selected from courses relevant to personal and professional goals.

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

A. Prerequisite lower-division courses
   1. Psychology 100. Perspectives in Psychology
   2. Biology 254. Human Physiology
   3. A college-level statistics course approved by the program coordinator

B. Upper-division core courses
   1. Child Development 300. Introduction to Developmental Research Methods
   2. Psychology 310. Developmental Psychology
   3. Biology 370, 371. Nutrition
   4. Child Development 490. Senior Seminar

C. Upper-division area courses
   1. *One* course from the following which deal with the sociological aspects of child development:
      Behavioral Science 317. Socialization
      Behavioral Science 318. Culture and Personality
   2. *Three* courses from the following which deal with the behavioral aspects of child development, including at least one course from each of the following two categories:

a. Emphasis upon developmental processes
Behavioral Science 430. Psycholinguistics
Psychology 411. Cognitive and Perceptual Development
Psychology 412. Personality and Social Development

b. Emphasis upon developmental stages
Education 412. Growth and Development of Young Children
Education 413. Adolescent Growth and Development
IN ST 415. Infant Stimulation and Development

D. Elective Courses
Four of the following courses approved by the student's advisor:
Biology 250. Human Anatomy
Biology 304. Concepts of Genetics
Biology 352. Human Physiology
Child Development 210. Practicum in Child Development
Education 407. Introduction to Mental Retardation
Education 411. Identification, Diagnosis and Evaluation of Exceptional Children
English 494. Children's Literature
English 495. Adolescent Literature
History 463. The Family in History
History 464. Growing up in America
Nursing 313. Health Problems: Conception through Infancy
Nursing 315. Health Problems of Children and Adolescents
Philosophy 332. Ethics
Philosophy/Religious Studies 360. The Meaning of Death
Physical Education 405. Motor Development
Psychology 410. Theories of Development
Psychology 427. Childhood and Family Psychopathology
Sociology 365. Sex Roles and Society
Sociology 466. Childhood and Society

TEACHING CREDENTIAL—RYAN MULTIPLE SUBJECTS

The CSB degree in Child Development has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Multiple Subjects Credential. This credential requires 126 units of course work, 36 units in the behavioral sciences, 30 units of science, 30 units of English, and 30 units in humanities. For a B.A. in child development with a multiple subjects teaching credential examination waiver, the student must complete the following requirements:

Natural Science and Mathematics (30 units)
Biology 100
Math 140
Math 320
Biology 254
Phy. Sci. 101/Life Sci. 102/Env. Sci. 103
Biology 370
Biology 371

Humanities (30 units, must be in 3 areas)
Any Introductory Course
Fine Arts
Foreign Language
Philosophy
Religious Studies
One upper-division course

English (30 units)
English 410
English 101
English 110
English 108/English 376
Two additional English courses

Behavioral Sciences (36 units)
- Political Science 101
- U.S. History requirement
- Psychology 100
- Beh. Sci. 317/Beh. Sci. 318
- Child Dev. 300
- Psychology 310
- Child Dev. 490

Additional Courses Required for a B.A.
Three courses, at least one from each category.
- A. Beh. Sci. 430
  - Psychology 411
  - Phychology 412
- B. Educ. 412
  - Educ. 413
  - IN ST 415

COURSES

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

Child Development 210. Practicum in Child Development (1)

Supervised field work with preschool children (2½ to 5 years) in campus day care center. Three hours a week direct contact time. Maximum enrollment is 10 students per quarter. May be repeated for a maximum of 3 units. Prerequisite: Permission of instructor.

Child Development 289/489. Experiential Learning (1–5)

A student who has had or contemplates having off-campus experience relevant to child development may petition for academic credit to be awarded for the learning which has occurred. The amount of academic credit to be awarded and whether the credit should be in the form of upper-division (Child Development 489) or lower-division (Child Development 289) units, will be determined by faculty and self assessment of the experience. Students interested in this possibility should contact the Child Development Program Coordinator.

Child Development 300. Introduction to Developmental Research Methods

Assumptions and methods of scientific research and evaluation in the area of child development. Topics include data collection techniques, measurement and assessment principles, and analysis of data in longitudinal, cross-sectional, cross-cultural, and experimental research. Lectures and six hours of laboratory, and field work. Prerequisite: One college-level course in statistics.

Child Development 481. Directed Research in Child Development (1–5)

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

Child Development 490. Senior Seminar (6)

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

Child Development 499. Individual Study (1–5)

Exploration of a specific topic, primarily through directed reading and discussion meetings with a faculty sponsor. Prerequisite: Consent of instructor who will serve as sponsor, approval by the Child Development Program Coordinator and Dean of the School of Education.

LIBERAL STUDIES MAJOR

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

The Liberal Studies degree also provides waiver of the subject matter examination required for licensing for multiple subjects instruction in the public schools. To qualify for a waiver, a student must take several required courses (see below).

This program is administered through the office of the Academic Village provost.

REQUIREMENTS FOR THE MAJOR

A. Breadth requirements: *

1. 27 to 36 quarter units in natural sciences and mathematics. This is to be satisfied by at least one college-level course in mathematics and courses from at least two of the following areas: Biology, Chemistry, Earth Science, Physics. Majors are also required to take one of the following: Science 101 (Physical Science) *or* Science 102 (Life Science) *or* Science 103 (Environmental Science) (the requirement to take one of these three courses may be waived for transfer students). One upper-division five-unit science or mathematics course is required. Note: Health Science and Nursing courses are not applicable. A student pursuing a teaching credential is required to take Math 320 and Math 321.
2. 27 to 36 quarter units in behavioral sciences. This is to be satisfied by at least one course from three of the following areas: Anthropology, Economics, History, Political Science, Psychology or Sociology. One upper-division five-unit course is required from one of the areas.
3. 27 to 36 quarter units in Humanities. This is to be satisfied by at least one course from three of the following areas: Fine Arts, Foreign Languages, Philosophy, and Religious Studies. One upper-division five-unit course is required from one of the areas.
4. 27 to 36 quarter units in English. This is to be satisfied by course work that develops competency in composition, grammar, literature, and speech. One upper-division five-unit course is required. A student pursuing a teaching credential is required to take English 410, Senior Composition, and a course in public speaking.
5. Additional upper-division courses as necessary to bring breadth requirements to a total of 126 quarter units.

B. The 126 units must include at least 40 upper-division units, including a Liberal Studies or appropriate discipline Senior Seminar. In the 40 upper-division units there must be at least one course in each of these areas: natural sciences and mathematics, behavioral sciences, humanities, and English.

C. The major permits up to 60 units of electives. A student pursuing a credential is required to use at least 39 units of electives in teacher preparation courses.

D. Additional courses will be required to bring the overall total to the 186 quarter units required for graduation.

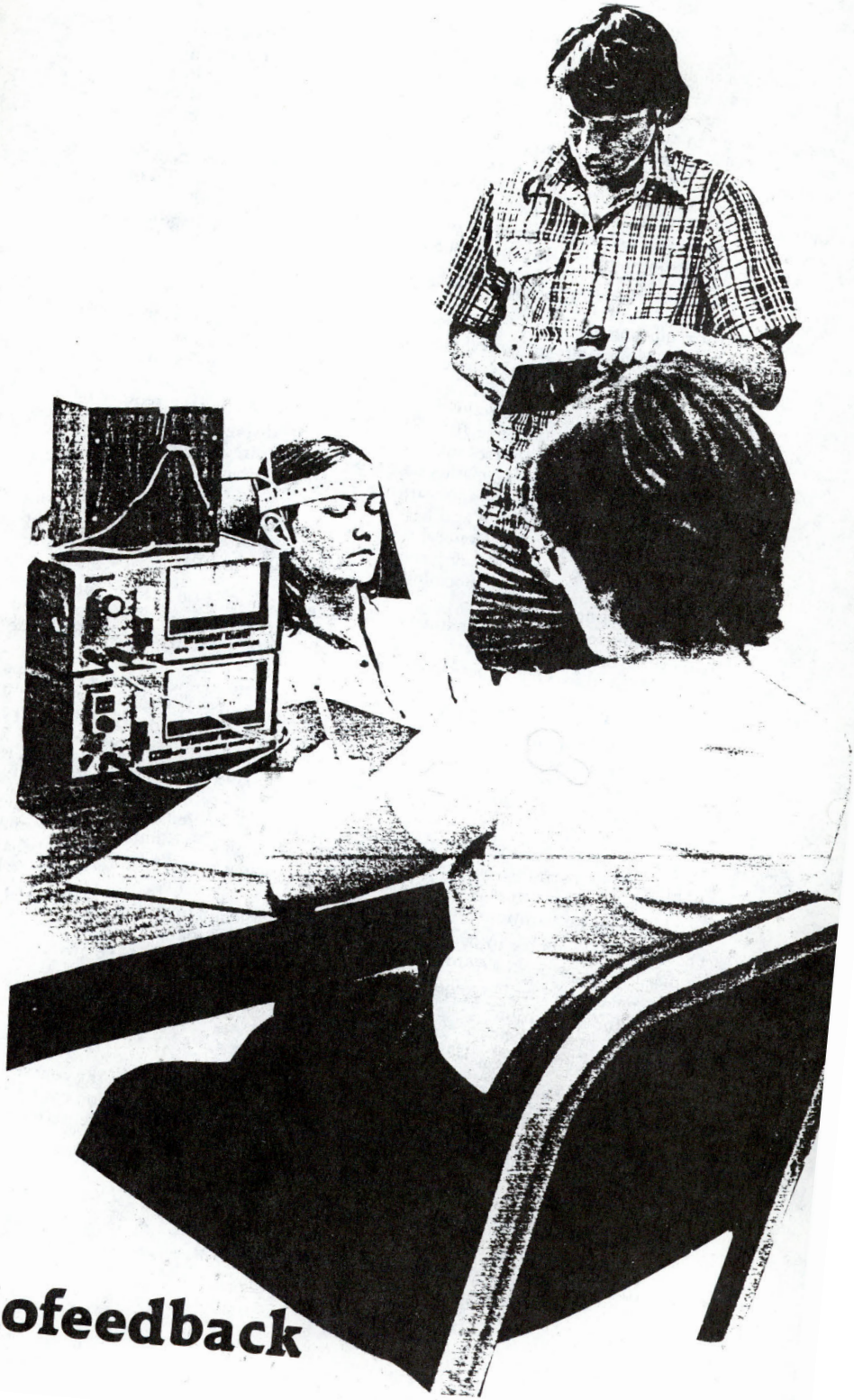
LIBERAL STUDIES COURSE

Liberal Studies 490. Senior Seminar (6)

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

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

* Students must at the same time meet the general education requirements of the college.



Biofeedback

SCHOOL OF ARTS AND SCIENCES

Dean: J. R. Coash

Higher learning has played a decisive role in western civilization. The "liberal arts," defined as those studies suitable to a free individual, first became an opportunity rather than a privilege in this country. Their broad scope was further expanded, and formed the basis for study in the professions. At the same time, it was recognized that the freedom of mind thus achieved carried with it the responsibility for service as well as for criticism.

Programs in the School of Arts and Sciences combine an appreciation of the relevance of humanistic studies with an understanding of social concepts, set in the biological and physical environment. The school is committed to the development of the creative intellectual ability and concern of all educated men and women, through a curriculum which emphasizes breadth of intellectual inquiry and the inter-related nature of knowledge.

The faculty of the school are charged with the task of explaining to an increasingly mature student body from increasingly disparate backgrounds the reasons for existence of their discipline, its development and its relevance, its tools and its limits. They are also charged with challenging students to accept increasing responsibility for their own education, which includes not only mastery of the concepts of the discipline but also the ability to think logically and critically, to employ observation and analysis, and to present understandable solutions to problems. This is accomplished in part by movement through curricular sequences from introductory courses and basic skills to courses dealing with concepts of each discipline and the analysis of problems.

Finally, as part of a public institution, the school is obligated to provide opportunity for study of real problems and change in the cultural, economic, environmental, political, and social areas of the communities in which we live. The school seeks ways of expanding its services to the community.

ACADEMIC VILLAGE

The Academic Village at California State College, Bakersfield is unique in the California State College and University System. The Village includes all lower division students and offers special opportunities for resident and commuting students to interact in the living area. The residence area was increased in size to provide space for this interaction. Specific examples are the study carrel rooms, the swimming pool, and the locker room. All full-time lower division students are assessed a five dollar commuter fee. These fees are returned to the dormitory revenue fund as partial payment of these structures. Resident and part-time students are excepted from this fee.

The Academic Village offers a variety of multi-disciplinary courses. Some of these courses satisfy the five-unit Village course requirement in general education; all courses satisfying this requirement are so designated in the class schedule and in the subsequent year's catalog. Others are one-, two- and five-unit special interest courses. This second group of courses is offered to meet students' academic interests not satisfied in regular departmental offerings, to provide a range of extra-academic opportunities, and generally to enhance the campus community.

VILLAGE COURSES

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

Honors xxx. Honors Seminar (1)

Three honors seminars are given each year. Each satisfies a different portion of the general education requirement. The courses are cross-listed, in the quarterly class schedule, under the Village and the department of the instructor. Only students in the Personalized Honors Program are eligible to enroll.

Village 104. Human Sexuality

The course looks at the development of the physical bases and changes in sexuality and sexual behavior at various ages, examining the psychological variables and the societal views, attitudes, problems, and dilemmas which influence this development. Fulfills the Village general education requirement. Students in the Village are given enrollment preference.

Village 110. Explorations in the American Experience with Policy Change (10–15)

A modularized, self-paced, composite (interdisciplinary) course which examines the United States political experience. The course is organized into ten modules which include frequent seminars and discussions, occasional lectures, and extensive use of media. A student must complete seven modules in one quarter to obtain ten units of credit. More modules are available for additional credit up to a maximum of fifteen units. The course partially fulfills general education requirements in the behavioral sciences and humanities and, for reason of content equivalency, precludes students from obtaining credit for either Political Science 101 or History 232. The course also satisfies the American Institutions requirement. Students in the Village are given enrollment preference.

Village 150. Lecture Series (1)

Lectures and discussion on varied topics. One lecture, one discussion per week. May be repeated. Offered on a credit, no-credit basis only.

Village 2xx. Multi-Disciplinary Topics

Most of these five-unit courses are designed to meet the Village general education requirement. Students in the Village are given enrollment preference. Courses meeting the requirement are so designated in the quarterly class schedule:

Various topics are available from year to year. Topics offered in 1978–79 include the following:

The Discovery of Man and the World
Technology, Science, and Human Values
Religion and Black Americans
Fundamentals of Criminal Justice
The Police State
Plagues and People
Consumership
Spirituality
Music for Stage and Film
Family and Child Rearing in Selected Cultures

Village 205. Perspectives on Women in Society

An interdisciplinary analysis of women which is intended to promote an increased self-awareness of sexual identity through a fuller understanding of the multi-dimensional nature of women and the socialization of men and women. Topics include women in art, music, law, literature, psychology, sociology, religion, and various other areas of interest. Students of both sexes are welcome to participate. This course satisfies the Village general education requirement. Students in the Village are given enrollment preference.

Village 207. Perspectives on Blacks in American Society

An interdisciplinary analysis focusing on the role of Black men and women in contemporary American society. Subjects for discussion and lecture include the degree to which Black people are involved in and influence such diverse areas as business, politics, religion, the arts, law, poverty, and affluence, and the future of Black people in America. This course satisfies the Village general education requirement. Students in the Village are given enrollment preference. This course is also a requirement for the Black Studies Minor.

245. Faces of Change

An interdisciplinary analysis from the standpoint of anthropology, history, and political science of a significant issue of our time: the conflict between traditional, rural societies and industrialized, urban societies, with emphasis on the process known as modernization. Study of a series of films dealing with five societies around the world: the high mountains of Bolivia, the plateau of Kenya, the steppes of Afghanistan, coastal Taiwan and the Soko Islands in the South China Sea. This course satisfies the Village general education requirement. Students in the Village are given enrollment preference.

Village 277. Special Topics: "Bulletin Board" Courses (1)

Courses intended to provide students with an opportunity to examine areas of special interest, and/or to allow investigation of topics not ordinarily covered in other courses. Topics may be proposed by students as well as faculty. May be repeated for different offerings. Special Topics does not satisfy any general education requirements. Students in the Village are given enrollment preference. Offered on a credit, no-credit basis only.

Several courses on various topics are offered each quarter. Topics offered in 1978–79 include the following:

Exploration in Community
Guitar
Ballet
Beginning Fencing
Soccer
Coping with Text Anxiety
Library Skills
CPR—Cardio-Pulmonary Resuscitation
Prevention and Detection of Business Frauds
Creative Growth Games
Napoleonic Wargaming with Miniatures
History of the Mexican Corrido (Ballad)
Inner Tennis
Contemporary Dances
Intimate Communications
Effective Parenting
Chicano Awareness
Black History
Cartoon Drawing
Conversational English
Human Sexuality Seminars
Reducing Math Anxiety
Bilingualism
Mime: The Exercise Cycle
Exploring Contemporary Male/Female Roles
Term Paper Writing
Adventure Role-Playing Games
Assertiveness Training
Weight Control

INTERDISCIPLINARY PROGRAMS

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

INTERDISCIPLINARY MAJORS

Interdisciplinary majors are administered by program committees headed by a coordinator. For further information contact the office of the dean of Arts and Sciences.

MASTER OF ARTS IN BEHAVIORAL SCIENCES

Admission to the Program

A prospective student seeking a Master of Arts in Behavioral Sciences must apply to the office of Admissions and Records for general admission *to the College* and must also make separate formal application for admission *to the program,* to the Program Committee. (Admission as a post-baccalaureate student by the College does not constitute acceptance in the M.A. program.) Students are admitted to the program in either **conditionally classified** or **classified** status.

Conditionally Classified Status

For admission to the M.A. program in **conditionally classified** status, the following are required:

(1) Completion of the baccalaureate degree
(2) A GPA in undergraduate work of 2.5 overall and 3.0 in the major
or
1000 as a total score on the mathematics and verbal Graduate Record Examinations, with no less than 450 on either test.

Under exceptional circumstances when these criteria are not met, admission to **conditionally classified** status may also be achieved by petition (along with the formal application) to the Program Committee.

Classified Status

For admission to the M.A. program in **classified** status, the following are required:
(1) Completion of the baccalaureate degree
(2) A GPA in undergraduate work of 3.0 overall and 3.0 in the major *and*
(3) A total score of 1000 on the mathematics and verbal Graduate Record Examinations, with no less than 450 on either test.

Program Emphases

Two emphases are available for students in the Master of Arts program in Behavioral Sciences. The General emphasis is designed for social science teachers at all levels and for students who wish an advanced background in the behavioral sciences in anticipation of future professional training or graduate study. The Human Services emphasis is designed primarily for students interested in the service professions. The required courses for each emphasis are:

Social Science Teaching Emphasis

(1) Behavioral Science 500. Quantitative Methods in the Behavioral Sciences
(2) Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences
(3) Thirty-five units of electives selected from 400, 500 and/or 600 level Behavioral Science course offerings.

Human Services Emphasis

(1) Behavioral Science 500. Quantitative Methods in the Behavioral Sciences
(2) Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences
(3) Behavioral Science 512. Advanced Social Psychology
(4) Behavioral Science 540. Social Organization
(5) Twenty-five units of electives selected from 400, 500 and/or 600 level Behavioral Science course offerings selected in consultation with the advisor.

Graduation Requirements

For graduation, students must complete an approved program of 45 quarter units, half of which are at the 500 level or above and 32 of which must be earned in residence. All work for the graduate degree must be completed with a GPA of 3.0 or better.

Students must also satisfactorily complete either a comprehensive examination or a thesis at the end of the final quarter of graduate study.

Marriage, Family and Child Counseling Licensure

The education requirements for the State License in Marriage, Family and Child Counseling, issued by the Board of Behavioral Science Examiners, can be met with an approved series of courses within this master's program.

CRIMINAL JUSTICE MAJOR

For the Bachelor of Arts degree in Criminal Justice a student must demonstrate familiarity with the basic principles and techniques underlying a broad interdisciplinary approach to the study of criminal justice. To fulfill the requirement for the major, a student must complete at least eleven courses acceptable to the program coordinator, in addition to a minor, interdisciplinary concentration, or augmented major. Students are encouraged to take the augmented major involving twenty additional units selected from among courses relevant to personal and professional goals.

A student who declares Criminal Justice as a major is expected to plan a program of study in consultation with an advisor assigned by the program coordinator.

REQUIREMENTS FOR THE MAJOR

A. Upper Division Core Requirements:
Criminal Justice 300. Research Methods in Criminal Justice
Criminal Justice 371. Theoretical Perspectives in Criminal Justice
Criminal Justice 490. Senior Seminar in Criminal Justice

B. Two courses directly related to the criminal justice system, selected from the following:
Criminal Justice 376. Police Processes and Systems
Criminal Justice 378. Court Processes and Systems
Criminal Justice 379. Corrections Processes and Systems
Criminal Justice 380. Juvenile Justice Processes and Systems

C. Two courses (one in psychology and one in sociology) which deal with issues related to definitions, development of, and response to criminal or delinquent behavior, selected from the following:
Psychology 315. Abnormal Psychology
Psychology 316. Personality
Psychology 444. Psychology of Aggression
Sociology 324. Sociology of Deviance
Sociology 325. Sociology of Crime
Sociology 326. Juvenile Delinquency

D. Two courses (one of which must be in history) which have relevance for the relationship between the public and criminal justice agencies, selected from the following:
Behavioral Science 327. Race and Ethnic Relations
Behavioral Science 351. Social Psychology of the Ghetto/Barrio
History 458. Law, Order and Violence in the American Past
History 459. Crime in America
History 466. History of Black America Since 1865
Sociology 328. Organization of Ethnic Groups
Sociology 443. Collective Behavior
Sociology 464. Family and Stress

E. Two courses (from two departments) which relate to the environment in which the criminal justice system functions, selected from the following:
Behavioral Science 321. Community Politics
BPA 471. Criminal Justice Administration
BPA 472. Administrative Law
BPA 475. Policy and Planning in the Criminal Justice System
IN ST 375. Administrative Processes in Government
Philosophy 334. Law and Morality: Rights and Responsibilities
Philosophy 335. Philosophy of Law
Political Science 314. Judicial Politics
Political Science 315. Civil Liberties
Sociology 426. Sociology of Corrections
Sociology 465. Sociology of Law

MINOR, CONCENTRATION, AUGMENTATION

In addition to meeting the requirements for the major, the student must satisfactorily complete one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Speech and Theatre

CRIMINAL JUSTICE COURSES

NOTE: Among the courses comprising the Criminal Justice major (see above), those not found elsewhere in the catalog are listed below.

Criminal Justice 300. Research Methods in Criminal Justice

Assumptions of scientific research and issues in philosophy of science. Examination of the relationship between theory and research within the field of criminal justice, with emphasis on basic principles of research design, development of research instruments, and data collection, plus statistical analysis of data and familiarization with computer capability in criminal justice research.

Criminal Justice 371. Theoretical Perspectives in Criminal Justice

A systematic examination of the major criminal justice systems. Analysis of the particular theoretical frameworks which guide the police, courts, and corrections in American society. Attention is directed to the relationship between day-to-day functions of the police, courts, and corrections on the one hand and theoretical schemes on the other.

Criminal Justice 376. Police Processes and Systems

Philosophy, theory, and processes of American police agencies at the federal, state, and local level. Critiques of assumptions, policies, and practices, from a sociological perspective. Consideration of strategies for implementing change in police organizations.

Criminal Justice 378 (formerly Political Science 378). Court Processes and Systems

Philosophy, theory, and processes of American criminal adjudication at federal and state levels. Consideration of prosecution and defense strategies, with special regard to both micro and macro political factors. Discussion of proposals for reform in criminal adjudication.

Criminal Justice 379. Corrections Processes and Systems

Philosophy, theory, and processes of American correctional institutions at federal, state, and local level. Critique of assumptions, policies, and practices. Consideration of strategies for implementing change in correctional institutions.

Criminal Justice 380. Juvenile Justice Processes and Systems

Philosophy, theory, and processes of juvenile justice in the criminal justice system and the specialized area of dealing with youth as contrasted with adults, from apprehension through courts and detention, including probation and parole.

Criminal Justice 490. Senior Seminar in Criminal Justice (6)

Consideration of the nature of criminal justice and its relationship to other fields of study, with integration of material from other courses. Prerequisite: Completion of, or concurrent enrollment in, other courses required to complete the major and the minor, or permission of instructor.

Criminal Justice 496. Internship in Criminal Justice (1–5)

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

Criminal Justice 499. Individual Study (1–5)

Individual projects or directed reading for students qualified to carry on independent work. Prerequisite: permission of program coordinator.

INTERDISCIPLINARY CONCENTRATIONS

CONCENTRATION IN CHICANO STUDIES

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

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

Requirements:

The satisfactory completion of nine courses approved for the concentration and selected in consultation with the student's advisor and/or the Chicano Studies Committee chair. No more than four courses may be selected from the same department.

A. Three of the nine courses will be those listed on page 90 as required courses for the Chicano Studies Minor.
B. Six optional courses chosen from those listed on pages 90–91 for the Chicano Studies Minor.

CONCENTRATION IN ENVIRONMENTAL STUDIES

The Departments of Biology, Economics, and Physics/Earth Sciences offer a degree concentration in Environmental Studies which integrates classroom studies and practical problem-solving, with major emphasis on responsible decision-making on environmental matters. A major concern throughout the program is the development of an awareness of the importance of a deliberate, systematic approach to the study of environmental problems as they relate to the balance between nature and man. This coordinated program of study provides a broad-based understanding of the demands of dynamic society and the finite limits of the environment to sustain life.

The student has the option to major in any one of three disciplines: Biology (B.S.), Economics (B.A.), or Earth Sciences (B.S.).

The requirements for the Environmental Studies Concentration with the B.S. in Biology, for example, are:

Major: Biol 201, 202, 203, 301, 321 or 322, 410 (Advanced Ecology), 410 (Renewable Resources), 480, 490, and two courses from Biol 311, 321 or 322, 412, Earth Sci 403

Cognates: Chem 201
Earth Sci. 201, 202, 203
Math 210
Econ 100, 301, 320, 445

INTERDISCIPLINARY MINORS

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

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

Courses from the offerings of the College that may be used toward each interdisciplinary

minor are set forth below. Other courses, including special topics offerings, may also be approved by special arrangement.

ASIAN STUDIES MINOR

Art 389. Oriental Art
Earth Sciences 352. Spatial Geography
Political Science 308. Government and Politics in China
Religious Studies 221. Eastern Religions
Music 322. Theory IV: Modal and Non-Western Musics
Philosophy/Religious Studies 343. Eastern Philosophy
Religious Studies 345. The Religions of India
Religious Studies 348. The Religions of China and Japan

BLACK STUDIES MINOR

The purpose of the Black Studies Minor is to provide opportunity for students to study a wide range of interdiciplinary subject matter pertaining to the lives and particular experiences of Black people in America and Africa. A more specific goal is to encourage students to expand and deepen their knowledge and experience of various problems and accomplishments of Black people in both historical and contemporary perspective. Courses are geared toward creating a factual, relevant knowledge base and learning atmosphere which fosters critical thinking and provides guidance for students in examining their attitudes and values. The courses also provide skills appropriate for preparation for various careers, especially in the area of social services.

Courses for the Black Studies Minor are offered in nine areas. The minor requires four courses from three different departments: one of these must be the lower division Village course, Perspectives on Blacks in American Society; one must be chosen from either History 465 or 466, and the remaining two may be selected from the courses listed below (or the student may petition the chair of the Black Studies Committee to accept a relevant course, such as an irregularly offered special topics course, which is not included in the listing):

Anthropology 351. Peoples of Africa
Behavioral Science 327. Race and Ethnic Relations
Behavioral Science 351. Social Psychology of the Ghetto/Barrio
Economics 344. Economics of Poverty
Education 588. Education of the Socially Disadvantaged
English 383. Survey of Black Literature
English 469. Modern African Literature
History 437. The Afro-Creole Caribbean
History 465. History of Black America to 1865
History 466. History of Black America Since 1865
Music 381. Afro-American Music
Political Science 377. Black Politics
Sociology 440. Social Stratification and Class
Village 207. Perspectives on Blacks in American Society

CHICANO STUDIES MINOR

Four courses are required for the Chicano Studies Minor.

Required courses: Three courses (one from each group)

1. History 467, The Chicano Experience to 1846, *or* History 468, The Chicano Experience Since 1846
2. Sociology 333, Mexican Americans in Contemporary Society, *or* Behavioral Science 327, Race and Ethnic Relations, *or* Behavioral Science 351, Social Psychology of the Ghetto/Barrio
3. Spanish 425, Chicano Literature, *or* Spanish 390, The Mexican American and Education Today (in consultation with advisor), *or* Spanish 420, Barrio Spanish

Optional Courses (select one additional course):

Anthropology 316. Pre-History of Meso-America

Anthropology 353. Peoples of Mexico
Art 388. The Art of Central and South America and Its Influence in the United States
Economics 344. Economics of Poverty
History 344. Ancient Mexico
History 345. Colonial Mexico
History 346. Modern Mexico
Spanish 303. Introduction to Hispanic-American Literature
Spanish 416. Contemporary Hispanic-American Poetry
Spanish 419. The Contemporary Hispanic-American Novel
Spanish 424. Culture and Civilization of Mexico and the Chicano/Mexican Americans
Spanish 495. Workshop in Chicano Literature

Or other courses approved individually by the Committee

LATIN-AMERICAN STUDIES MINOR

Four courses are required for the Latin-American Studies Minor. The four courses, which must be distributed across at least three departments, should be selected from the following:

Anthropology 316. Prehistory of Meso-America
Anthropology 353. Peoples of Mexico
Anthropology 357. South American Indians
History 340. Reform and Revolution in Latin America
History 344. Ancient Mexico
History 345. Colonial Mexico
History 346. Modern Mexico
History 435. The Latin American Mind
History 436. Inter-American Relations
History 437. The Afro-Creole Caribbean
Spanish 303. Introduction to Hispanic-American Literature
Spanish 320. Culture and Civilization of Latin America
Spanish 416. Contemporary Hispanic-American Poetry
Spanish 419. The Contemporary Hispanic-American Novel
Spanish 420. Barrio Spanish
Spanish 424. Culture and Civilization of Mexico and the Chicano/Mexican Americans

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

Behavioral Science 307. Developing Political Systems
Behavioral Science 351. Social Psychology of the Ghetto/Barrio
Earth Sciences 351. Human Geography
History 467. The Chicano Experience to 1846
IN ST 420. Demography
Spanish 304.910. Culture and Civilization of Pre-Columbian America (1)
Spanish 304.911. Spanish-American Cities: Old and New (1)
Village 245. Faces of Change

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

SPEECH AND THEATRE MINOR

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

A. Prerequisite for the Minor: (5 quarter units)
   Theatre 235. Stage Speech I *or*
   English 206. Voice and Diction

B. Performance (6 quarter units)
   Completion of six credit units from among any combination of the following:
   English 108. Introduction to Public Speaking
   English 212/412. Intercollegiate Forensics (2)
   Theatre 231.001/431.001. Rehearsal and Performance (1)
   Theatre 232. Acting I

C. Speech (5 quarter units)
One course from among the following:
English 209. Principles of Group Discussion
English 303. Principles of Communication Analysis
English 309. Theories of Communication
English 376. Interpersonal Communication
English 377. Studies in Public Communication
English 407. Oral Interpretation of Literature
English 409. Argumentation and Persuasion

D. Theatre (5 quarter units)
One course from among the following:
Fine Arts 201.003. A Survey of Theatre History
Theatre 224. Stage Movement
Theatre 233. Directing I
Theatre 332. Acting II
Theatre 335. Stage Speech II
Theatre 336. Directing II
Theatre 383. Modern Drama

E. An upper division course selected from among the courses listed in C or D above (5 quarter units)

WOMEN'S STUDIES MINOR

Required course

Village 205. Perspectives on Women in Society

Optional courses (select three of the following courses)
Anthropology 338. Anthropology of Women
English 373. Women in Literature
Fine Arts 401.002 Contemporary Women in the Fine Arts
History 462. Ascent of Woman
History 463. The Family in History
Humanities 395. Women in European Literature
Physical Education 430. Women in Sport
Psychology 421. Psychology of Women
Sociology 364. Family and Society
Sociology 365. Sex Roles and Society
Sociology 464. Family and Stress

INTERDISCIPLINARY COURSES

For a variety of reasons, some courses in the College are offered on an interdisciplinary basis. For 1979–80 the following indicated courses are so designated. Each may carry credit in one of the indicated academic areas.

Behavioral Science 200. Introduction to Statistical Methods in the Behavioral Sciences (formerly titled Elementary Analysis of Data)

The use of basic statistical methods in designing, analyzing, and interpreting behavioral science data. Topics include table preparation and interpretation, basic descriptive statistics, the normal curve, correlation and regression, and commonly used parametric and non-parametric inferential statistical techniques. Carries credit in either Anthropology or Sociology.

Behavioral Science 300. Introduction to Research Methods

Assumptions of scientific research and issues in philosophy of science. Examination of the relationships between theory and research within the fields of both sociology and anthropology, with an emphasis on basic principles of research design, development of research instruments, and data collection. Recommended: One course in anthropology or sociology. Carries credit in either Anthropology or Sociology.

Behavioral Science 307. Developing Political Systems

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

Behavioral Science 311. Small Group Dynamics

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

Behavioral Science 312. Social Psychology

Group affiliation, group standards, social perception, reference groups, and other social influences on the behavior of individuals, and interactions among groups. Lectures and discussion. Recommended: One course in psychology or sociology. Carries credit in either Psychology or Sociology.

Behavioral Science 317. Socialization

An in-depth introduction to the socialization process along the following three avenues: (1) the effect of society on individual character, (2) the influence of individuals on the social structure, and (3) the subject of identity beyond roles. Lectures and discussion. Recommended: One course in psychology or sociology. Carries credit in either Psychology or Sociology.

Behavioral Science 318. Culture and Personality

A survey of the impact of psychology on anthropological studies, focusing on the relationship between cultural processes and personality characteristics in tribal and modernizing societies. Recommended: One course in anthropology, psychology, or sociology. Carries credit in Anthropology, Psychology, or Sociology.

Behavioral Science 321. Community Politics

An examination of mobilization and policy at subnational levels. Emphasis on American metropolitan communities. Major concepts are space, structure, participation, leadership, and change. Policy analysis from the literature and local sources. Lecture and discussion. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Recommended: One course in political science or sociology. Carries credit in either Political Science or Sociology.

Behavioral Science 327. Race and Ethnic Relations

Examination of dominant and minority group relations in contemporary American society. While the emphasis is on studying the modes of interaction between peoples of differing race and ethnic backgrounds in American society, some comparisons are made with such relationships in other societies. Includes an inquiry into the extent to which unequal distribution of opportunities and resources in American society has created problems for minority groups. Recommended: One course in anthropology or sociology. Carries credit in either Anthropology or Sociology.

Behavioral Science 330. Political Psychology

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

Behavioral Science 331. Political Sociology

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

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

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

Behavioral Science 382. The Aged: Living and Dying

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

Behavioral Science 400. Data Processing in the Behavioral Sciences

The course familiarizes the student with a wide range of data processing techniques and instruments, including McBee keysort, card punching, card sorting, reproducing, time sharing, basic computer language, FORTRAN, SPSS, and BMD processing packages. The primary goal is to provide the advanced behavioral science student with knowledge of data manipulation techniques. The course is modularized so that those who already have certain knowledge may skip those modules. Although extensive math is not required (the course does not focus primarily on programming), some background in statistics and methodology is expected. Carries credit in Anthropology, Economics, Political Science, Psychology, or Sociology.

Behavioral Science 430 (formerly Behavioral Science 340). Psycholinquistics

Topics and theories in language and thought, including language acquisition in children, language comprehension and production, biological bases of language, meaning, linguistic relativity, and aphasia. Prerequisite: One course in anthropology, psychology, sociology, or English 415. Carries credit in Anthropology, Psychology, or Sociology.

Behavioral Science 435 (formerly Behavioral Science 335). Family and Kin Around the World

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

Behavioral Science 471. Colonialism and Culture Change

The impact of Western colonial systems on the cultures of the Third World. Emphasis is on the psychological factors related to colonial status, the effects on indigenous political systems resulting from differing colonial policies, the transformations in rural economies due to industrialization, and the kind of social movements growing out of the colonial context. Lectures and discussion. Recommended: One course in anthropology or political science. Carries credit in either Anthropology or Political Science.

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences

An examination of the major techniques used for quantitative analysis in contemporary behavioral science, including basic tests of significance, measures of association, measurement, factor analysis, analysis of variance, nonparametric statistics, and techniques of data compilation and analysis. Students in the M.S. in Psychology program will be required to cover advanced analysis of variance in place of measurement section of this course. Prerequisite: A college-level course in statistics. Carries credit in Anthropology, Economics, Political Science, Psychology, or Sociology.

Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences

An examination in depth of the philosophical and methodological bases of the behavioral sciences as empirically grounded sciences. Carries credit in Anthropology, Economics, Political Science, or Sociology, although not applicable toward requirements for the major.

Behavioral Science 512. Advanced Social Psychology

An exploration of theory and research concerning the individual in a social context. Selected topics will be considered in detail, with emphasis on contemporary issues in social psychology. Prerequisites: Behavioral Science 312 *and* consent of instructor. Carries credit in either Psychology or Sociology.

Behavioral Science 540. Social Organization

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

Behavioral Science 572. Proseminar for Marriage and Family Relations

Topics within the area of human relationships, with particular attention to human sexuality, communication, and the mores and values of subcultures in the United States which have potential applications or relevance to marriage and family therapy. Prerequisite: Senior or graduate standing. Carries credit in either Psychology or Sociology.

Humanities 363. Philosophy and Religion in Literature

An examination of such major ideas as love, freedom, selfhood, loneliness, man as moral being, man with or without God, which are found in the literary works of such writers as Plato, Augustine, Dante, Omar Khayyam, Geothe, Kafka, Hesse, Dostoevsky, T. S. Eliot, and Sartre. Carries credit in either Philosophy or Religious Studies. May be used for elective credit or minor credit in English, but not for credit toward the English major.

Humanities 374. History of Christian Thought I

Theological and philosophical issues involved in the development of Christian thought, from St. Paul through the Middle Ages. An analysis of the thought of some of the following: Irenaeus, Tertullian, Origen, Augustine, Anselm, Abelard, Thomas Aquinas, Duns Scotus, and William of Ockham. Carries credit in either History or Religious Studies.

Humanities 375. History of Christian Thought II

An examination of the development of Christian thought from the Middle Ages through the Nineteenth Century. Carries credit in either History or Religious Studies.

Humanities 376. Philosophy of History

The course covers both critical and speculative philosophy of history. It deals with such topics as historical fact, explanation, and law; historical objectivity; and causal judgments in history. It also examines philosophies of history such as those of Hegel, Marx, and Toynbee. Carries credit in either History or Philosophy.

Humanities 378. History of Israel: Ancient

A study of the religious, political, and social development of Israel from its prehistoric beginnings to 135 Common Era (A.D.). The use of historical evidence and the nature of historical judgments are considered with reference to archaeological remains, Biblical traditions, and the records of Israel's neighbors. Carries credit in either History or Religious Studies.

Humanities 395. Continental Literature in Translation

Selected works of Continental Europe in translation. May carry credit in English, French, or Spanish, depending on area being covered in any particular quarter. Prerequisite for English credit: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent. Prior approval of the chair of the Foreign Language Department needed for credit in French or Spanish. In order to receive credit in the major or minor field, students are expected to do the readings in their target language. Possible topics to be covered are:

Don Quijote in Translation
F. Garcia Lorca: Poetry and Drama in Translation
Dante and His Times: Prelude to Poetic Development in Spain and England
Dante's *Divina Commedia*
Hispanic-American Novel: Alienation, Commitment, Protest, and Violence
Twenty-Century Spanish Novel in Translation
The Theories of Love in the *Medioevo: El libro de buen amor, La Celestina* in conflict with Dante's and Cervantes' theories of love
French Poetry: Sight and Sound
Women in European Literature
The Modern French Novel
The Picaresque Novel in Spain, France, England
The Don Juan Theme in Literature, Theatre, and Music
The Mystic Poets of Spain and Germany: From Lulio, Eckart, St. John of the Cross and Saint Theresa to Rilke

Humanities 420. Social History of Ideas I

An analysis of Western thought and values in their social and institutional setting, from Classical Greece to the Reformation. Topics discussed include Greek science, religion, and philosophy, the medieval debate between faith and reason, the Scientific Revolution, and the Humanist and Protestant reaction to medieval Scholasticism. Carries credit in either History or Philosophy.

Humanities 422. Social History of Ideas II

An analysis of Western thought and values in their social and institutional setting, from the birth of modern science to the present. Discussion focuses on such figures as Copernicus, Galileo, Descartes, Newton, Rousseau, Hegel, Marx, Darwin, Nietzsche, Freud, and Einstein. Carries credit in either History or Philosophy.

Humanities 479. Literature and the Other Arts

An interdisciplinary seminar in a selected topic, period, or style of man's development, that combines experience in a literary genre with a parallel expression in another art, such as painting, music, or film. Extensive reading, independent and group research; lectures and discussion. Carries credit in either English or Fine Arts. Prerequisite for English credit: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent. Prior approval of the department needed for credit in Fine Arts.

IN ST 150.023. Mexican Folk Dance (1)

Description, interpretation, and performance of regional dances from Mexico. Two meetings per week. Offered only on a credit, no-credit basis. Carries credit in either Fine Arts or Physical Education.

IN ST 311. Psychology of Religion

A study of the psychological dimension of religion, Western and Eastern. Attention given to various psychological theories of religion, including those of Freud, Jung, and James. Such topics as religious experiences, meditation, psychic phenomena, and the role of religion in personality development are studied. Carries credit in either Psychology or Religious Studies.

IN ST 313. Sociology of Religion

A study of the social dimension of religion, Eastern and Western. The various sociological theories of religion, including those of Durkheim and Weber, are examined. Such topics as religion and social change, the social aspects of religious experience, and religious institutionalization are studied, with particular attention to the function of religion in contemporary secular societies. Lecture and discussion. Carries credit in either Religious Studies or Sociology.

IN ST 319. Anthropology of Religion

Theoretical and substantive analysis of religious ideology and ritual, emphasizing comparative study from selected non-Western societies. Carries credit in either Anthropology or Religious Studies.

IN ST 333. Political Philosophy and Thought

An analysis of the basic theories of the nature and role of social and political life. Historical positions such as those of Plato, Aristotle, Hobbes, Locke, Mill, Hegel, and Marx are examined to bring to light the concepts of right, equality, justice, obligation, utility. Lecture and discussion. Carries credit in either Philosophy or Political Science.

IN ST 353. Philosophy of Science

A study of the central issues in scientific methodology, with focus on the nature and history of scientific explanation, the discovery and validation of scientific hypotheses, the structure and function of laws and theories, and the principles governing concept formation. Attention also given to the crisis of man in a technological age and to the relationship between science and human values. Carries credit in either Natural Science (for general education) or Philosophy.

IN ST 354. Concepts of Political Geography

Bases of political geography; the state as a geographic region and roles of the several geographic factors such as climates, soils, and strategic location. Internal characteristics and external relations of the state. Relations of the state and nation. Development of conceptual models of principles and real-world processes. Three lectures, one discussion, and one two-hour laboratory. Prerequisite: One course in geography or in political science. Recommended: E Sci 275. Carries credit in either Earth Sciences or Political Science.

IN ST 373. Business in American Life

An interpretation of how business, considered as a profit-seeking activity, has influenced the tenor and quality of life in the United States, from the period of the Revolution to the recent past. Carries credit in either Business and Public Administration or History.

IN ST 375. Administrative Processes in Government

This course provides an introduction to the field of public administration and assumes no previous familiarity with the subject. Topics surveyed include the role of government in American society, the historic development of the public service, management issues related to modern governmental enterprises, problems of personnel, public budgeting, and alternative strategies for securing administrative responsibility. The course focuses on readings and cases pertaining to local and state administration, although issues involving the federal level are discussed where appropriate. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Carries credit in either Business and Public Administration or Political Science.

IN ST 377. Special Topics (1–5)

Usable toward concentrations in more than one school.

IN ST 415. Infant Stimulation and Development

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

IN ST 420. Demography

Characteristics of populaton totals, densities, and distributions. Age, sex, and racial structures. Cause and effect relationships of changes over space and time. Population problems: health, age, and sex ratios; socio-economic and ethnic; over- and under-population. Demography of emerging, developed, and overdeveloped countries. Population impacts on the environment and environmental impacts of population. Development of mathematical models. Prerequisite: Behavioral Science 300 or Math 140 or equivalent. Carries credit in either Health Sciences or Sociology.

IN ST 472. History of Scientific Thought

Seminar in selected areas in the aspects of scientific thought. Carries credit in either History or Science (for general education).

IN ST 477. Special Topics (1–5)

Usable toward concentrations in more than one school.

IN ST 661. Managerial Economics

A study of the tools of economic analysis oriented toward analysis of managerial behavior and the managerial decision making process as related to demand analysis, cost and pricing problems, market organization, forecasting, capital budgeting, and location analysis. Carries credit in either Business and Public Administration or Economics.

IS 292. International Study, Lower Division (5–15)

IS 492. International Study, Upper Division (5–15)

IS 692. International Study, Graduate Level (5–15)

Science 101. Principles of Physical Sciences

Basic principles of the physical sciences. Laboratory investigation and scientific inquiry. One lecture, two discussions, and two three-hour laboratories. May be used to satisfy the Science general education requirement.

Science 102. Principles of Life Sciences

Basic principles of the life sciences. Laboratory investigation and scientific inquiry. One lecture, two discussions, and two three-hour laboratories. May be used to satisfy the Science general education requirement.

Science 103. Principles of Environmental Sciences

Basic scientific principles applied to environmental studies. Laboratory investigation and scientific inquiry. One lecture, two discussions, and two three-hour laboratories. May be used to satisfy the Science general education requirement.

Science 301. Honors in Mathematics and the Sciences (1)

A seminar in the current problems of science. For mature, serious, and highly qualified students seeking understanding of the relation of their area of greatest interest to current problems. Prerequisites: Junior standing; major status in mathematics or the health or natural sciences; invitation by the dean of the School of Arts and Sciences.

Science 477. Special Topics in Science (1–5)

Topics and prerequisites to be announced. May be repeated for different topics.

BIOLOGY DEPARTMENT

Chair: D. H. Ost
Faculty: F. D. Blume, D. S. Hinds, J. C. Horton, B. E. Michals, L. M. Moe, T. D. Murphy, E. A. Weinheimer

The Department of Biology emphasizes throughout its entire curriculum the relationship that exists between organisms and the environment. As an integral part of this program, classes include extensive field and laboratory investigations allowing for the observation and measurement of biological systems. Students are encouraged to select the courses best suited to their interests. Possible areas of study in addition to the concentration in Agricultural Biology and the concentration in Environmental Studies (see page 89) include pre-professional biology (e.g. pre-medical, pre-dental) and preparation for teaching.

REQUIREMENTS FOR THE MAJOR

Requirements for the Bachelor of Science degree in Biology are:

1. A minimum of 55 units of lower and upper division * course work in biology:
   a. Biology 201, 202 or 254, 203, 301, 304, and 490
   b. One five-unit course selected from Biology 302, 303, 353, 354, and 362 or the combination of 370 and 371
   c. One five-unit course selected from 311, 321, 322, and 351
   d. One five-unit course selected from 410, 411, and 412
   e. At least ten units of additional upper division course work.
2. Five units of computer science
3. At least twenty units in appropriate cognate areas, subject to the approval of the advisor.

REQUIREMENTS FOR THE MAJOR WITH A CONCENTRATION IN AGRICULTURAL BIOLOGY

A. Biology 201; 202, 203; 301; 304; 321 and 362 *or* 322 and 353; three five-unit courses, with appropriate focus, numbered 410, 411, and 412; and 490
B. Chemistry 202, 202, 203
C. Mathematics 210
D. Business and Public Administration 322, 340, Economics 367
E. An internship in field work experience is recommended.

REQUIREMENTS FOR THE MINOR

Although no minors are required for the B.S. degree, a minor in Biology is available, consisting of twenty units, including two courses selected from Biology 201, 202, or 203 and 10 units of upper-division course work.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Biology has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Life Science has been approved for a CSB graduate with an *approved* major in Biology.

Recommended Courses

A distinction is made between prerequisite and recommended courses throughout the list of course offerings. Prerequisite courses are indicated where the total subject areas are considered necessary to successfully undertake the course. Recommended courses indicate that knowledge of portions of the subject areas is necessary, but that these portions may be acquired by a student through independent study. In all cases, the courses will be offered assuming the background indicated. The student is to make the decision as to his readiness. In cases of doubt, consultation with the instructor is encouraged.

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

COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit and have a laboratory component.

Lower Division Courses

Biology 100. Perspectives in Biology

Modern biology in historical perspective; relevance of current biologic concepts to society; selected field and laboratory investigation to illustrate scientific inquiry. Four lecture-discussions and one laboratory.

NOTE: Students are encouraged to take a 100-level science course prior to entering the 200 series if they lack a firm background in high school or college science courses.

Biology 110. Natural History of Plants and Animals

Characteristics, classification, and natural histories, including reproduction, habitat preference, and ecological tolerance, of the major groups of California plants and animals. Students study local plants and animals to learn techniques of observation, collection, preservation, and maintenance of living specimens. Four lecture-discussions and one laboratory.

Biology 201. Principles of Organismic Biology

Study of individual organisms: characteristics, organization, and diversity of plants and animals. Emphasis on energy requirements, regulatory processes, and reproduction. Three lecture-discussions and two laboratories.

Biology 202. Principles of Cellular Biology

Investigation of cellular structures and functions in plants and animals. Topics include cell chemistry, enzymes, membranes' excitability, molecular and Mendelian genetics, and cell differentiation. Three lecture-discussions and two laboratories. Prerequisite: Chem 201.

Biology 203. Principles of Ecology

Basic relationships of populations of plants and animals to each other and to their physical environment. Topics include limiting factors, population dynamics, and evolutionary processes, including food chains, energy flow, and bio-geochemical cycles. Three lecture-discussions and two laboratories.

Biology 250. Human Anatomy

A systematic study of the major structures of the human body. Lectures and laboratories are designed to integrate the histology and gross anatomy of the skeletal, muscular, nervous, circulatory, respiratory, digestive, excretory, reproductive and endocrine systems. Three lecture-discussions and two laboratories.

Biology 254. Fundamentals of Human Physiology

A study of human physiology, with emphasis on cellular mechanisms as they relate to the nervous, muscle, endocrine, reproductive, and digestive systems. Includes discussions of cellular and transmission genetics. Three lecture-discussions and two laboratories. Recommended: Chem 150 or 201.

Biology 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division Courses

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

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

Biology 301. Design of Biologic Investigations

Study of basic experimental design used in biologic research, as illustrated in present-day literature. Student development of experimental designs of selected research projects, including measurements required, quantitative analysis, and interpretation of data. Special emphasis is placed upon the written presentation of the investigation. Prerequisites: Biol 201 or 203, Engl 110, Math 104 or level B mathematics placement test score; recommended: Math 140.

Biology 302. Concepts of Cell Physiology

A molecular approach to cell physiology covering bioenergetics, regulation of cell activity and cell specialization. Recommended: Biol 202 or 254, Chem 203.

Biology 303. Concepts of Developmental Biology

Development and growth of plants and animals at the cellular and organismic level. Embryogenesis of organisms from fertilization to the establishment of organ systems. Recommended: Biol 201 and either 202 or 254.

Biology 304. Concepts of Genetics

Physical and chemical bases of inheritance in organisms at the cellular and population levels. Prerequisites: Biol 201 and either 202 or 254.

Biology 311. Microbiology

Physiochemical organization and function of microorganisms including bacteria, viruses, and fungi; concepts of environmental applied and pathogenic microbiology are considered. Three lecture-discussions and two laboratories. Recommended: Biol 202 or 254, Chem 150 or 202.

Biology 321. Vascular Plant Diversity

Phylogeny and classification of ferns, conifers, and flowering plants. Historical and ecological factors influencing development of Western flora. Laboratory and field work illustrating taxonomic principles and methods. Collection and identification of local plants. Prerequisite: Biol 201 or 203.

Biology 322. Structure and Diversity of Animals

Comparative and functional anatomy of animals, with emphasis on the relationship between structure and environmental conditions. Evolutionary relationships of major phyla and identification of local species. Recommended: Biol 201.

Biology 351. Structure of Vertebrates

Comparative anatomy of vertebrates at the organismic level. Includes functional consideration of structures as related to support, movement, metabolic balance, reproduction and responses to the environment. Recommended: Biol 201.

Biology 353. Comparative Physiology of Animals

Investigations into the comparative physiological responses of animals to a variety of environments. Description, analysis, and measurement of whole animal physiology related to survival. Although emphasis is on vertebrates, the invertebrates are discussed to illustrate the diversity of functional adaptation. Prerequisites: Biol 201 and either 202 or 254.

Biology 354. Advanced Human Physiology

Physiology of humans at the organismic level. Lectures and laboratories on the integrative nature of physiological responses in maintaining homeostasis. Emphasis on control systems involved in cardiovascular, respiratory, and nervous system adjustments, as well as fluid and electrolyte balance. Prerequisites: Biol 202 or 254, Chem 150 or 201.

Biology 362. Plant Physiology

Structure, function, and physiological mechanisms of vascular plants. Topics include water relationships in plants, photosynthesis respirations, hormones and growth regulators. Prerequisites: Biol 201 and either 202 or 254.

Biology 370. Nutrition (3)

The study of the basic principles of nutrition and the role of nutrition in growth, development, and disease. Current topics, such as food fads and fallacies, food additives, and ethnic, regional, and religious influences on food habits, also included. Three lecture-discussions. Prerequisite: Biol 202 or 254 or Chem 203.

Biology 371. Problems in Nutrition (2)

The study of nutritional imbalances as they affect development, growth, and disease, with special emphasis on the child from birth to adolescence. Two lecture-discussions. Corequisite: Biol 370.

Biology 377. Special Topics in Biology (1–5)

Studies of topics of current interest in biology. May be repeated for different topics. Not restricted to Biology majors.

Upper Division Elective Courses

Biology 410. Analysis of Biologic Problems (1–5)

Emphasis is placed on developing methods of analysis in various areas of biologic problems. Techniques of measurement and description of variables, their interaction and relative value, and assessment of the interaction between organisms and their environment. Field and laboratory investigations, including computer-assisted methods. May be repeated for different topics, such as Advanced Ecology, Agricultural Biology, Renewable Resources, Microbial Ecology. Prerequisite: Biol 301; recommended: Math 210.

Biology 411. Application of Biologic Principles to Contemporary Problems (1–5)

Definition and study of contemporary problems and application of biologic principles to their solutions; determination of their benefits, costs, and consequences. May be repeated for different topics, such as Agricultural Pest Management, Microbial Biology, and Economic Botany. Prerequisites: Biol 201, 203.

Biology 412. Modeling of Biologic Systems

Investigations into the formulation, development, use, and testing of models describing biologic phenomena. Modeling will include computer and non-computer techniques to obtain more realistic explanations of the problems. Prerequisites: Biol 301, Math 210.

Biology 477. Special Topics in Biologic Science (1–5)

Analysis of contemporary or interdisciplinary problems of current interest. Typical topical areas might include pollution, population or integrative biologic phenomena. May be repeated for different topics. Not restricted to Biology majors.

Biology 480. Research (1–5)

Independent research: the student formulates a problem and research design in consultation with the faculty, conducts the investigation, compiles and analyzes the data, and presents the findings in written form. Although repeatable, a maximum of five units may be applied towards the major. Open to Biology majors and minors only.

Biology 489. Experiential Learning (1-5)

Credit for prior work experience. Interested students should contact the department office.

Biology 490. Senior Seminar

Integration of principles and concepts of biology, with emphasis on evolutionary mechanisms. Five discussions. Open to senior Biology majors and minors only.

Biology 496. Internship in Biology (1-5)

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 departmental member of the school internship committee.) 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. If

substituted for 480, ten units may be used for major department credit. Units in excess may be used for upper division elective credit.

Graduate Courses

Biology 577. Advanced Topics in Biologic Science (1–5)

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Biology.

Biology 580. Advanced Research Participation (1–5)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) May be repeated. Prerequisite: Consent of instructor.

CHEMISTRY DEPARTMENT

Chair: M. J. Gilleland
Faculty: K. Cohn, M. L. Dutton, F. T. Fang, S. L. Murov

Modern chemistry occupies a central position among the sciences. The goal of chemical science is to discover the fundamental regularities by which matter in its multitude of aggregations interacts with energy in its many forms. Mathematical models and physical principles are utilized in the interpretation of chemical concepts. The organization of chemical knowledge leads to an understanding of natural phenomena in the real world of earth and life sciences.

The Department of Chemistry has developed a nontraditional, inquiry-oriented curriculum. Chemistry courses are organized around basic principles and modern concepts of structural chemistry, chemical dynamics and chemical systems. In accordance with the orientation of the sciences toward environmental interpretations, the chemistry curriculum places emphasis in studies of organic and biochemical systems.

The departmental academic program is broad-based and multi-tracked. It is designed to provide essential preparations for students to pursue professional careers and/or advanced studies in any of the important areas of chemical science, such as agricultural chemistry, biological chemistry, clinical chemistry, environmental chemistry, industrial chemistry, petroleum chemistry, synthetic chemistry, systems chemistry, and theoretical chemistry. The Department offers appropriate course work for chemistry majors to meet the requirements of medical and other professional schools in the health sciences, including dentistry, pharmacy, and veterinary medicine. It also cooperates with other departments and the School of Education in developing a balanced and equitable program of academic and professional preparation for chemistry majors who seek teaching credentials.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY

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

A. Chemistry 201, 202, 203, and 210
B. Three 300-level courses in chemistry
C. Chemistry 480. Research Participation
   Chemistry 490. Senior Seminar
D. Three additional upper division courses in chemistry (up to three upper division courses in related disciplines may be substituted, with approval of academic advisor)
E. Cognate areas:
   Math 140 and 210, and prerequisites for individual courses

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY WITH A CONCENTRATION IN BIOCHEMISTRY

A. The following twelve courses in chemistry (or the equivalent): Chemistry 201, 202, 203, 210, 302, 303, 311, 312, 313, 412, 480, 490
B. Five of the following courses in biology: Biology 201, 202, 302, 304, 311, 354
C. Cognate areas:
   Math 140, 201, 202, 203, 210
   Physics 201, 202, 203

Certificate of the American Chemical Society

The Department of Chemistry was added to the approved list of the American Chemical Society in September, 1974. Certain programs leading to a chemistry major are designed to meet the standards prescribed for the certificate of the American Chemical Society by its Committee on Professional Training. These programs qualify graduates for positions as chemists and provide training required by most universities for admission to graduate work in chemistry.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY CERTIFIED BY THE AMERICAN CHEMICAL SOCIETY

A. The following eleven courses in chemistry (or the equivalent): Chemistry 201, 202, 203, 210, 301, 302, 303, 311, 312, 480, 490

B. Chemistry 313 or 423
C. Cognate areas:
Math 140, 201, 202, 203, 210
Physics 201, 202, 203

REQUIREMENTS FOR THE MINOR

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

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Chemistry has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that the Examination Waiver for both Physical Science and Life Science has been approved for a CSB graduate with an *approved* major in Chemistry.

COURSES

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

Lower Division Courses

Chemistry 100. Perspectives in Chemistry

Modern chemistry in historical perspective; relevance of current chemical concepts to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. Two lectures, two discussions, and one three-hour laboratory.

Chemistry 150. Introduction to Chemical Principles

Atomic structure and chemical periodicity; elements of chemical bonding; stoichiometric relationships of chemical elements and compounds; acidity and basicity; chemical equilibrium. Laboratory investigation and presentation. Two lectures, one discussion, and two three-hour laboratories.

Chemistry 201. Basic Physical Principles of Chemistry

Introduction to atomic and molecular theories; kinetic theory of gases; physical principles of chemical equilibria; elements of chemical energetics; laboratory investigation of qualitative and quantitative relationships among chemical compounds. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: High school chemistry or Chem 150; prerequisite or corequisite: Math 105 or two years of high school algebra. Recommended for students who intend to major in physical, life, or medical sciences.

Chemistry 202. Basic Principles of Chemical Bonds

Introduction to bonding theory; basic principles of microscopic properties within molecules, especially the breaking and making of chemical bonds; laboratory investigation of rates and mechanisms of simple reactions. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: Chem 201 or consent of instructor.

Chemistry 203. Basic Principles of Organic Chemistry

A course in general chemistry with emphasis on molecular structure and reactivity of organic compounds, with special applications to health and life sciences. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: Chem 150 or 202.

Chemistry 210. Basic Principles of Chemical Instrumentation (2)

Introduction to modern chemical instrumentation; theory and practice of chromatographic and spectroscopic methods of chemical analysis; operation of gas chromatograph, ultraviolet, infrared, and nuclear magnetic resonance spectrophotometers. One lecture and one three-hour laboratory. Prerequisite: Any two lower division courses in chemistry.

Chemistry 277. Contemporary Topics in Chemical Science

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Chemistry 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division Core Courses

All upper division courses meet for one lecture, one discussion and three three-hour laboratories, unless otherwise designated.

Chemistry 301. Concepts of Structural Chemistry

Modern concepts of atomic and molecular structure; basic principles of quantum chemistry and molecular spectroscopy. Laboratory investigation and presentation. Prerequisites: Chem 202 and 203, and Math 201; prerequisite or corequisite: Physics 201.

Chemistry 302. Concepts of Chemical Energetics

Spontaneous and nonspontaneous reactions; standard states and energy changes; thermodynamic functions and laws; chemical potential and equilibrium. Laboratory investigation and presentation. Prerequisites: Chem 202 and 203, and Math 201; prerequisite or corequisite: Physics 202.

Chemistry 303. Concepts of Chemical Dynamics

Elementary reaction processes in gaseous and liquid systems; collision and transition state theories; reaction mechanisms and rate laws; catalytic and surface reactions. Laboratory investigation and presentation. Prerequisites: Chem 202 and 203; prerequisite or corequisite: Math 202, Physics 202.

Chemistry 306. Clinical Chemistry I

Clinical chemistry with emphasis on quantitation of body constituents of normal and abnormal metabolism; methodology evaluation and comparison, quality control. Laboratory investigaton and presentation. One lecture, two discussions, and two three-hour laboratories. Prerequisite or corequisite: Chem 313.

Chemistry 311. Concepts of Molecular Architecture

Structural stereochemistry of organic and inorganic molecules; constitutional, configurational and conformational isomerism; spectroscopic analysis and chromatographic separation. Laboratory investigation and presentation. Prerequisites: Chem 202 and 203.

Chemistry 312. Concepts of Chemical Reactivity

Fundamental classification of chemical reactions: reactive intermediates and transition states: basic mechanisms and structural effects. Laboratory investigation and presentation. Prerequisites: Chem 202 and 203.

Chemistry 313. Concepts of Biochemistry

Biochemical equilibria and thermodynamics; biologically important chemical compounds; metabolism of carbohydrates, fats, and proteins. Laboratory investigation and presentation. Prerequisite: Chem 203.

Chemistry 321. Concepts of Environmental Chemistry

Chemical processes occurring in air, soil, and water, and the effects of foreign substances on these processes. Laboratory investigation includes chemical analyses of authentic environmental samples. Prerequisite: Chem 202.

Upper Division Elective Courses

Chemistry 401. Macromolecular Chemistry

Structure and properties of natural and synthetic macromolecules; polymer synthesis and modification. Laboratory investigation and presentation. Prerequisite: Chem 311.

Chemistry 402. Synthetic Chemistry

Mechanisms and applications of modern synthetic reactions, especially for compounds of organic and biochemical interests. Laboratory investigation and presentation. Prerequisite: Chem 312.

Chemistry 404. Introduction to Quantum Mechanics

Schroedinger Formulation and solution of quantum mechanical problems, including harmonic oscillator, particle in a box, hydrogen atom, etc.; applications to atoms and molecules. Prerequisites: Chem 301 or Phys 302 or Phys 311; Math 204 or Math 302.

Chemistry 412. Biological Chemistry

Physical, chemical, and physicochemical principles underlying interactions of biological systems on the cellular, subcellular, and molecular levels; membrane transport models; enzyme mechanisms; protein biosynthesis. Field and laboratory investigation and presentation. Prerequisite: Chem 313 or Biology 311.

Chemistry 423. Inorganic Chemistry

Characterization of chemical elements and descriptive chemistry of their compounds; advances in structural chemistry including general valence theory and ligand field theory. Laboratory investigation and presentation. Prerequisite: Chem 301.

Chemistry 477. Special Topics in Chemical Science (1–5)

Topics and prerequisites to be announced. May be repeated for different topics

Current and proposed offerings include:

Agricultural Chemistry (chemistry of fungicides, insecticides, rodenticides, fertilizers, growth regulators, and soil conditioners)

Petroleum Chemistry (molecular structure, physical properties, analysis and separation, catalytic, pyrolytic, and synthetic reactions of petroleum hydrocarbons and derivatives)

Environmental Chemistry (chemical basis of environmental problems and possible solutions)

Systems Chemistry (systematic examination of the role of chemical science in current and future socio-economical and technological developments)

Chemistry 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Chemistry 496. Internship in Chemistry (1–5)

Students are assigned to various industries, institutions, or agencies and work under joint supervision of supervisors and the course instructor. Participation in staff and internship conferences. Assigned readings and projects where appropriate. (Arrangements should be made one quarter in advance with the department.) Course may be repeated twice with permission of instructor and department chair. Normally a maximum of six units may be used for major department credit. If substituted for 480, ten units may be used for major department credit. Units in excess may be used for upper division elective credit.

Required Senior Courses

Chemistry 480. Research Participation

Individual study, under supervision, in scientific investigation. (Experience as a research assistant does not count for credit.) May include research in the areas of curriculum and materials development. May be repeated. Prerequisite: Consent of instructor.

Chemistry 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interests. Five discussions. Prerequisite: Major or minor in Chemistry.

Graduate Courses

Chemistry 577. Advanced Topics in Chemistry (3)

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

Chemistry 580. Advanced Research Participation (3)

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

CRIMINOLOGY DEPARTMENT

Chair: J. Webster

(See Criminal Justice interdisciplinary major, p. 86)

ECONOMICS DEPARTMENT

Chair: R. A. Bilas
Faculty: M. O. Evans, F. Falero, S. G. McKinney, J. A. Menefee (on leave 1978–79)

The study of economics leads to an understanding of contemporary social and business problems. Many of the courses involve students in original research and assume, at the very least, minimal quantitative skills. Most of the courses relate economic principles, policies, and theory to other disciplines. Several courses in mathematics are strongly recommended for majors, particularly for those planning graduate work in economics, other behavioral sciences, or such fields as business administration and industrial engineering.

A major in the field provides an excellent foundation for students entering business, law, public or governmental service, social work and teaching. Students who wish to enter teaching or pure research should elect the option of taking two basic courses in Essentials of Economic Theory. Those who wish to enter an applied field in business or government or who wish to prepare for a career as an operations analyst should elect an option including courses that emphasize techniques in operations research.

An Environmental Studies concentration is also offered through the department in conjunction with Biology and Earth Sciences. See page 89 for details.

REQUIREMENTS FOR THE MAJOR

A student must demonstrate familiarity with basic tools underlying modern economics including competency in statistics, and satisfactorily complete at least nine courses in economics of which at least seven must be at the upper division level. Upon declaring their major, students should plan their specific programs of study in consultation with their advisor. Required courses for the Bachelor of Arts degree in Economics are:

A. One introductory course in economics. (Students meeting this requirement at CSB should select from Economics 100, 101, or 102.)
B. One college-level course in statistics, approved by the department. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.
C. Economics 300. Introduction to Quantitative Methods in Economics (may be waived for students who have had sufficient background in mathematics)
D. Economics 301. Advanced Value and Distribution Theory
E. Economics 302. Advanced National Income Theory
F. Four additional courses in economics
G. The satisfactory completion of one of the three options listed below:
   1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
   2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
   3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, Speech and Theatre, and Environmental Studies
H. Economics 490. Senior Seminar in Economics

REQUIREMENTS FOR THE MINOR IN ECONOMICS

Four courses totaling 20 quarter units in Economics, at least three of which must be upper division, with a grade of "C" or better.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Economics has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Social Sciences has been approved for a CSB graduate in Economics.

COURSES

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

Lower Division

Economics 100. Perspectives in Economics

Introduction to economic analysis and its application. Relation of economic study to other disciplines. Issues of economic policy. Selected investigations into varied problem areas. Lectures and discussions. (Not open to students who have taken Economics 101.)

Economics 101. Essentials of Economic Theory: Micro-Economics

Value and distribution theory, including the theory of household behavior, the theory of the firm, and the pricing of factors of production. Emphasis on tools of economic thinking and the historical development of these tools. Selected operational content also provided. Lectures and discussions. (Not open to students who have taken Economics 100.)

Economics 102. Essentials of Economic Theory: Macro-Economics

Theories of income, employment, and price level. Both the income-expenditure approach and the monetarist approach are studied. Emphasis on tools of economic thinking and the historical development of these tools. Selected operational content also provided. Lectures and discussions.

Economics 277. A Survey of Contemporary Economic Problems

An overview of several contemporary problems such as pollution, tax reform, welfare reform, inflation. Subjects vary from term to term. Lectures and discussions may be repeated once on a different topic for credit. Prerequisite: One course in economics or permission of instructor.

Economics 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division

Economics 300. Introduction to Quantitative Methods in Economics

The nature of theorizing and model building. Positive versus normative economics. The nature of economic prediction. The use of quantitative methods in economics. The necessary tools of economic analysis. Lectures and discussions. Prerequisite: One year of high school algebra and Economics 101 and 102.

Economics 301. Advanced Value and Distribution Theory

Demand theory and the Slutsky Equation, the theory of revealed preference, production and cost theory, the theory of the firm, and welfare economics. Emphasis is placed on the tools of economic analysis. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 302. Advanced National Income Theory

Keynesian and classical theories of the determination of the level of economic activity. Emphasis is placed on the role of money and the price level. Analysis of monetary and fiscal policy with concentration on the tools of economic analysis. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 361. Managerial Economics

A study of the tools of economic analysis applicable to the decision-making process of the manager. These tools are applied to demand, analysis, cost and pricing problems and forecasting. Prerequisite: One course in economics or permission of instructor.

Economics 367 (formerly BPA 367). Agricultural Production Analysis

Developing the tools for effective organization of agricultural production, emphasizing the economic principles involved. Includes farm management information, enterprise budgeting, use of computers in operations, risk and uncertainty, acquisition of capital and other resources.

Economics 377. Contemporary Economic Issues

An in-depth study of various social and economic issues of current interest, such as inflation, unemployment, welfare reform, and the environment. Lectures and discussions. May be repeated for different course content. Prerequisite: Permission of the instructor.

Economics 380. History of Economic Thought

A survey and analysis of the development of economic thought, from its beginnings to the present. The theories and concepts selected for study are evaluated both as reflections of their times and as contributions to contemporary economic thought. Concentration on the mercantilist, physiocratic, classical and Marxian schools of economic doctrine. Prerequisite: One course in economics or permission of instructor.

Behavioral Science 400. Data Processing in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses," p. 94.)

Economics 412. International Economics

Examination of relations among regions and nation-states, including theory of trade, balance of payments, commercial policies, financial policies, economic integration and related policy issues. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 425. Money, Banking and the Economy

A thorough study of the banking system, the demand and supply of money, monetary policy, the quantity theory of money, the interest rate, the theory of portfolio choice, and international finance. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 430. Industrial Organization

Relations of government to industry and labor problems. Analysis of the structure and operation of American industry. Includes pricing and output decisions of firms under different market structures, theories of monopolistic competition, structure and performance of markets. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 444. The Economics of Poverty

Economic analysis of causes for, effects of, and remedies for poverty. Alternative evaluations. Economics of social security, public assistance and poverty programs. Includes relevance of discrimination, crime, and social upheaval. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 445. Public Policy Evaluation

Topics to be covered include project evaluation and cost-benefit analysis, cost-effectiveness analysis, measurement of externalities, economic-demographic impact and forecasting models, tax revenues and tax revenue forecasts, and program-specific demand and expenditure models. A major portion of class time will be devoted to examining actual case studies. Prerequisite: One course in microeconomic theory or permission of instructor.

Economics 448. Labor Economics

The impact of unions on wages, income distribution, employment, and prices. The role of government in collective bargaining. An analysis of human capital. Prerequisite: One course in economics or permission of instructor.

Economics 460. Introduction to Econometrics

An introduction into the estimation techniques used in economic theory to arrive at testable models which explain economic reality. Selected investigations. Lectures and laboratory. Prerequisites: Economics 300 or equivalent and one college level course in statistics.

Economics 477. Selected Topics in Economics (1–5)

Offered periodically as announced. Examples of courses currently planned for the future include: Advanced Public Choice Theory; Advanced Regional, Urban, and Rural Economics; Human Resources; History of Economic Doctrines. May be repeated for different course content.

Economics 480. Directed Research Seminar in Economics

Elaboration of principles of research design. Student conducts and writes up an individual study under faculty supervision. Prerequisite: permission of instructor.

Economics 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Economics 490. Senior Seminar in Economics (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of economics to other fields of study. Prerequisite: Senior major or consent of instructor.

Economics 496. Internship in Economics (1–5)

Students are assigned to either private firms or public agencies involved in decision making processes. Supervision of internship is shared by the course instructor and the student's work supervisor. Prerequisite: Permission of instructor. May be repeated for credit.

Economics 499. Individual Study (1–5)

Consent of department.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses," p. 94.)

Economics 500. A Survey of Economic Theory

An introduction to economic theory and its uses in business analysis. Supply and demand analysis, cost theory, and market models. National income analysis and the quantity theory of money. Economic prediction and model building. (Not open to students who have completed Economics 100 or 101 and 102.)

Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses," p. 95. Not applicable toward requirements for the major.

IN ST 661. Managerial Economics

(For course description, see listing under "Interdisciplinary Courses", p. 98.)

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

Economics 699. Individual Graduate Study (1–5)

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor.

ENGLISH AND COMMUNICATION STUDIES DEPARTMENT

Chair: M. P. Cartwright
Faculty: K. Flachmann, M. Flachmann (on leave winter and spring), D. C. Green (on leave fall and winter), B. Greene, M. M. Iyasere, S. O. Iyasere, J. C. Keet, S. C. Koch, R. Larka, V. K. Lasseter, A. W. Passel, D. G. Spencer, J. B. Spencer, R. Stockton

Study in the Department of English and Communication Studies leads to an understanding of the nature of English and American literature and of the English language, its aesthetic and functional properties, its uses, and the methods by which impressions and ideas are articulated and communicated from one person to another.

The curriculum is divided into two degree programs: Bachelor of Arts in English and Concentration in Communication Studies within the B.A. in English. The major in English emphasizes study of the nature of the English language, the English and American literary traditions, creative writing, and critical approaches to literature. The Concentration in Communication Studies presents a combination of theoretical knowledge and analytical skill oriented to the recognition and solution of communication problems as they occur in their various forms and within diverse contexts and media; students have the opportunity for concentrated study in one of four designated areas, with a requirement for general familiarity in two additional areas. The general emphasis of both degree programs is upon breadth and flexibility in preparation for a diversity of career opportunities.

The department also offers a minor in English, a minor in Communication Studies and, in cooperation with the Fine Arts Department, an interdisciplinary Speech and Theatre minor.

Some courses such as creative writing, oral interpretation of literature, and linguistics appear as electives in more than one program.

REQUIREMENTS FOR THE MAJOR IN ENGLISH

All courses to be counted toward the major in English, including the prerequisites, must be completed with a grade of "C" or better.

Prerequisite: One course from the 203, 204, 205 series or its equivalent.

Requirements:

A. English 300. Approaches to Literature
B. Six courses from the department's offerings in language and literature, including at least one course concerning literature from the period 450–1500 (English 320, 325); one from the period 1500–1798 (English 330, 335, 336, 337, 338, 340, 431); and one from the period 1798–present (350, 351, 360, 361, 380, 381, 462, 467)
C. English 490. Senior Seminar
D. One of the three options listed below:
   1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, 15 of which must be upper division, taken outside the major discipline.
   2. A minor consisting of at least 20 quarter units.
   3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin-American studies, Women's Studies, and Speech and Theatre.

REQUIREMENTS FOR THE MAJOR WITH A CONCENTRATION IN COMMUNICATION STUDIES

All courses to be counted toward the concentration in Communication Studies must be completed with a grade of "C" or better.

Requirements:

A. English 309. Theories of Communication
B. Six upper division courses from the department's offerings in communication studies, covering at least three of the *designated areas:*
   1. Print Media (English 305, 306, 310, 311, 315 *, 414, 477.066, 496)

* Denotes those courses which may be used to fulfill either the requirement in criticism *or* the requirement in a *designated area,* but not both.

2. Speech Communication (English 303 *, 318, 376, 377, 405, 407, 409, 412, 415, 496)
3. Radio-Television-Film (English 378 *, 406, 477.003, 496)
4. Explository and Creative Writing (English 304, 402, 403, 410, 475.007)

NOTE: Up to six units of credit in activities courses (English 212/412, 214/414) and five units in internships (English 496) may be used toward the concentration.

C. One course in communication criticism (English 303, 315, 378)
D. English 490. Senior Seminar
E. One of the three options listed below:
1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, 15 of which must be upper division, taken outside the major discipline
2. A minor consisting of at least 20 quarter units
3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin-American Studies, Women's Studies, and Speech and Theatre

CERTIFICATE IN COMMUNICATION STUDIES

A student completing 20 or more units within any one of the four *designated areas,* while completing the degree concentration, will receive a certificate recognizing the area of study.

REQUIREMENTS FOR THE MINOR IN ENGLISH

The minimum requirements for a minor in English are: Four courses totaling 20 quarter units, at the 200 level or above, at least three of which must be upper division. List of appropriate courses is available in the department office.

REQUIREMENTS FOR THE MINOR IN COMMUNICATION STUDIES

The minimum requirements for a minor in Communication Studies are: Four courses totaling 20 quarter units, at the 200 level or above, including English 309 and two other upper division courses. List of appropriate courses is available in the department office. Up to six units of credit in activities courses (212/412, 214/414, 231/431) may be counted toward the minor.

SPEECH AND THEATRE MINOR

(For requirements, see listing under "Interdisciplinary Minors," p. 91.)

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in English has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that the Examination Waiver for English has been approved for a CSB graduate in English.

MASTER OF ARTS IN ENGLISH

The Degree Program

The M.A. degree program in English has been designed primarily to provide the following: (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 in this area who wish to improve their professional skills and status; (3) graduate courses for those who might wish to continue towards the Ph.D. degree at another institution; (4) continuing education for those wishing to extend their knowledge as an end in itself.

Basic Pattern for the Master of Arts in English

The MA in English seeks to accomplish the above objectives through: (1) a carefully planned and integrated core of courses to insure a basic foundation of professional skills;

* Denotes those courses which may be used to fulfill either the requirement in criticism *or* the requirement in a *designated area,* but not both.

(2) some uniform degree of coverage in the areas of English and American literature; (3) more intensive training in reading, critical analysis, research, and writing than is possible in undergraduate work; (4) both concentration and diversity to intensify and broaden the individual student's experience in the fields of literature and language; (5) flexibility in type of courses to aid students in both their teaching and scholarship.

Description of the Basic Pattern

The minimal basic pattern of nine courses of five units each, plus English 690 and English 691, shall include: (1) three required courses in the areas of research methods, literary criticism, and linguistics; (2) two courses in American literature (pre-Civil War and post-Civil War); (3) three courses in English literature (early, middle, and later periods); (4) one elective in a general or specialized course (with the consent of the advisor and the instructor, a student may choose any course in the 400, 500, or 600 series as an elective); and (5) two "final activities" courses: English 690: Comprehensive Exam (3 units) and English 691: Master's Paper (3 units) to be arranged in consultation with the student's advisor.

NOTE: a) Students are strongly advised to take English 500: Methods of Research and Literary Scholarship in their first quarter of graduate studies. b) Three courses (including English 500) must be completed from at least two professors before the student requests advancement to classified status. Students should request advancement to classified status as soon as possible after completing their third course. c) Courses must be completed with a "B" or better in order to count towards the Master of Arts degree. d) Students must complete at least one course in each of the following areas:

1. Methods of Research
2. Literary Criticism
3. Linguistics or History of the English Language
4. American Literature to the Civil War
5. American Literature after the Civil War
6. English Literature, 450–1500
7. English Literature, 1500–1798
8. English Literature, 1798–Present
9. Elective
10. Master's Paper (3)
11. Comprehensive Examination (3)

ADMISSION TO THE PROGRAM

(See Post-Baccalaureate Admission Requirements, p. 31.)

Persons seeking an M.A. in English must first apply to the office of Admissions and Records for admission as **unclassified** graduate students. After admission to the college in the **unclassified** category, students are eligible to take graduate courses in English, but without the assurance that their course work will count as credit towards the M.A. degree at CSB. After admission to the college in the **unclassified** category, students wishing to become candidates for the M.A. degree should notify the English Department as soon as possible of their intention to apply for **conditionally classified** or **classified** status. They will be asked to have all their college transcripts sent to the English Department. At some time during each quarter, the English Department Graduate Committee will evaluate these documents and assign an eligible student a graduate advisor from the English Department to help the student plan his graduate program. The Graduate Committee will also notify those students not immediately eligible what steps they might take to become eligible for **conditionally classified** or **classified** standing.

CONDITIONALLY CLASSIFIED STANDING

Conditionally classified standing may be accorded a student who has satisfied the following prerequisites:

1) A grade point average of at least 3.0 (B) in previous upper division English courses taken at CSB or at other accredited colleges or universities where the undergraduate English requirements are at least the equivalent of those at CSB.

2) Satisfactory performance in graduate English courses taken during the first term of

graduate work. All courses must be completed with a "B" or better in order to count toward the MA degree.

CLASSIFIED STANDING

After completing at least three graduate English courses at CSB (15 quarter units), the student will become eligible for **classified** standing. At this point, the Graduate Committee, after consultation with the student's advisor, will either notify the student that he has been advanced to **classified** standing or will make other decisions about the student's work. When a student achieves **classified** standing, he will be assigned a personal committee consisting of his advisor and two other department members who will guide the student further in his preparation for the M.A. Comprehensive Examination.

Completion of the Master of Arts Degree

1) After advancement to **classified** standing, the student must successfully complete all courses in an approved program with a "B" or better.
2) The student must successfully complete English 690 and 691.

COURSES

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

Lower Division

English 51. Basic Verbal Skills

Concentration on reading, writing, and critical thinking, with special attention to perceptual problems, phonics, spelling, and basic decoding skills. Open to students whose previous records or English Placement Test scores indicate that they will benefit from special work prior to or concurrent with enrollment in English 100. May be taken twice. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 52. Basic Reading Skills

Designed to improve reading comprehension and speed before or while students undertake courses that involve substantial amounts of required reading. Open to students whose previous records or English Placement Test scores indicate that they will benefit from special work prior to or concurrent with enrollment in English 100. May be taken twice. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 53. Basic Writing Skills

Designed to develop skills in writing, speaking, and discussing. Open to students whose previous records or English Placement Test scores indicate that they will benefit from special work prior to or concurrent with enrollment in English 100. May be taken twice. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 99. Writing Workshop

Designed to supplement English 100. Concentration on drills and additional writing practice when necessary. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 100. English Composition

Study and exercise in the nature of prose to help students develop a mature and functional expository style as well as demonstrated competence in the principles of grammar and in effective communication. Lecture and discussion.

English 101. Introduction to the Nature of Literature

The development of the critical sense and the study of the relation of the form of literature to the society which produced it. Study of the application of basic research techniques to representative forms of literature—the short story, the drama, and the poem.

English 102. Introduction to Communication Studies

The role communication plays in relations among individuals, large groups, and mass audiences. Study of interpersonal communication, the manipulation of public events, and the role played by the mass media.

English 106. Introduction to Journalism

Introduction to the problems of journalism; exploration of the media, the audience, and the resources available in journalistic writing. An overview of the history of popular communication through the printed word.

English 108. Introduction to Public Speaking

An introduction to practical speech problems with training in the principles concerning the organization of various forms of public address and effective delivery.

English 110. Expository Writing

Experience in expository writing, including the college term paper. Frequent writing assignments. Prerequisite: English 100 with a grade of "C" or better or equivalent; or ACT score of 3,4,5, CSUC-EEE score of "Pass", or CSUC-EPT score of 160 or better.

English 203. The Development of English Literature: 450–1798

The emergence of the English "people" as reflected in medieval and Renaissance readings: e.g., Beowulf, Sir Gawain and the Green Knight, Chaucer, Spenser, and Milton; the rise of the middle class in the age of "common sense." Readings in Dryden, Pope, Swift, Johnson, and others; emphasis on the relationship of literature to life—the sources from which it has sprung, the literature itself, and the audience that reads it.

English 204. The Development of English Literature: 1798–Present

Revolution to Empire: selected readings in Wordsworth, Coleridge, Keats, Shelley, Byron, Tennyson, Browning, Arnold and others; emphasis on the relationship of literature to life—the sources from which it has sprung, the literature itself, and the audience that reads it.

English 205. Introduction to the Study of American Literature

American literature from colonial times to the present.

English 206. Voice and Diction

Development of standard speech through exercises in the production, description, and classification of sounds of spoken English. Work in overcoming regional speech habits through the comprehensive study and application of the International Phonetic Alphabet.

English 207. Radio and Television Production

Analysis of the theories and techniques fundamental to radio and television production.

English 209. Principles of Group Discussion

Theory and methods of group discussion; practice in organizing and conducting informal and public discussion for the solving of problems; attention to the role of group discussions in the contemporary world.

English 212. Intercollegiate Forensics (2)

Participation in intercollegiate debate and individual speaking competition. Practice and theory of debate, extemporaneous speaking, persuasive speaking, oral interpretation, impromptu speaking.

English 214. Newspaper Production (2)

Practical experience in all facets of newspaper composition from layout to paste up.

English 218. Copy Editing (1)

Fundamentals of newspaper copy editing, proofreading, and writing headlines. Includes work on material submitted for inclusion in the laboratory newspaper.

English 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division

English 300. Approaches to Literature

The practical application of various critical approaches to the study of poetry, fiction, and dramatic literature.

English 303. Principles of Communication Analysis

Introduction to methods of assessing the effectiveness and impact of various forms of public communication. Emphasis upon the social role of public communications and the importance of critical-evaluative methods in both recognizing and shaping that role. Prerequisite: English 110 or its equivalent.

English 304. Technical and Report Writing

Extensive practice in writing clearly and persuasively in technical and specialized forms such as reports of experiments, abstracts, business reports and proposals, letters, memoranda. Open to all students but designed primarily for those in the behavioral and natural sciences and in Business and Public Administration. Prerequisite: English 110 or its equivalent.

English 305. Public Relations

A study of public relations emphasizing mass communications, and including communications between such entities as business, education, labor, and the various publics. Expository writing, publicity releases, photography and use of news media in two-way communication.

English 306. News Writing (formerly titled Advanced Journalism)

Practical application of the fundamentals of journalism as they apply to communication within our society. Students investigate principles and demonstrate practical application within the media, particularly newspaper writing. Prerequisite: English 110 or its equivalent.

English 308 (formerly Humanities 308). Mixed Media

A course devoted to the technical and aesthetic aspects of multi-media. Lecture, discussion and performance. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 309. Theories of Communication

Survey of theoretical approaches to the process of human communication, including an analysis of the contribution of fields such as cybernetics and information theory, semantics and linguistics, nonverbal communication and symbolic interaction theories, and mass communication.

English 310. News Editing

Analysis of major editing theories and their applications in the publication of a daily newspaper, concentrating on the functions of the managing editor.

English 311. Feature Writing

Examination and application of the techniques, resources, and methods of writing feature stories.

English 315. Ethics of the Communication Profession

Analysis of the ethical restraints which shape the communication of information via the media.

English 318. History of the Language

The development of English phonology, morphology, syntax, spelling, and punctuation, from the Old English period to the present. Prerequisite: English 110 or its equivalent.

English 320. Medieval English Literature: 450–1500

English literature from the beginnings to the close of the Middle Ages. Old English poetry in translation, including Beowulf and shorter poems; Middle English prose and poetry exclusive of Chaucer, such as works of the Gawain poet, anonymous lyrics, Malory; the beginnings of the English drama. Prerequisites: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 325. Chaucer

Selections from The Canterbury Tales and shorter poems and/or Troilus and Criseyde. Since the works are read in the original Middle English, some attention is given to the nature and development of the English language in the Middle Ages. Prerequisites: English 101 or the equivalent; or one course from the 200 series in literature or its equivalent.

English 330. Renaissance English Literature: 1500–1660

The Renaissance in England, the classical revival, Wyatt and Surrey, Sidney, Spenser, Milton—the exploratory age, classical, heroic, nationalistic. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 335. Shakespeare I

Selected readings in the tragedies, comedies, histories and poems. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 336. Shakespeare II

Selected readings in the tragedies, comedies, histories, and poems. Selections different from those read in English 335, which is not prerequisite. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 337 (formerly English 438). Milton

A study of the artistic development of the Renaissance epic poet, with emphasis on his major poems. Prerequisite: English 101 or its equivalent, or one course from the 200 series in literature or its equivalent.

English 340. Restoration and Eighteenth Century English Literature: 1660–1798

The "neo-classic" age and the age of "sensibility." The rise of the middle class and its novelistic literature. Selected studies in Dryden, Restoration drama, Swift, Pope, Addison and Steele, Johnson, Burns, and Blake. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 350. Romantic English Literature: 1798–1837

Prose and poetry. Studies in Blake, Wordsworth, Coleridge, Keats, Shelley, and Byron. New directions in criticism. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 351. Victorian English Literature: 1837–1901

Prose and poetry. Studies in Tennyson and Browning, Meredith, the Pre-Raphaelites, Hopkins, and other major figures. Literature, criticism, and social history. Prerequisite: English 101 or the equivalent; or one course from the 200 series in literature or its equivalent.

English 360. Modern English and American Literature: 1901–1945

The literature of withdrawal and of engagement. The novel, drama, and poem as instruments of artistic and social comment. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 361. Contemporary English and American Literature: 1945 to the Present

The literature of the post-World War II era of social and political analysis and change. The novel, drama, and poem as instruments of artistic and social comment. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

Humanities 363. Philosophy and Religion in Literature

(For course description, see listing under "Interdisciplinary Courses," p. 95.)

English 373. Women in Literature

The presentation of woman and her role in society, as seen by important women writers of the Twentieth Century. Students of both sexes are welcome to participate. Prerequisites: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 376. Interpersonal Communication

Analysis of the process of communication as it occurs between individuals and in small groups in everyday life. Attention is given to communication interactions within the family, in social situations, in organizations and institutions. Both verbal and nonverbal codes considered.

English 377. Studies in Public Communication

Examines the public communicator in action and the laws, strategies, and situations that influence the process of public persuasion. Specific topics of study vary. Prerequisite: English 110 or its equivalent. May be repeated for different course content.

English 378. Mass Media and Society

Analysis of the social and political functions of the mass media and their impact on public opinion, social mores, and culture.

English 380. American Literature to the Civil War

The Beginnings to the Civil War. Colonial literature, Franklin, Emerson, Thoreau, Poe, Longfellow, Melville, Hawthorne, and others. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 381. American Literature from the Civil War to 1900

Whitman, Harte, Twain, Crane, Howells, Dickinson, and others. The rise of realism. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 383. Survey of Black Literature

Literature of and about the Black Man in America. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 391. Bible as Literature

Extensive readings from both the Old and New Testaments are designed to prepare the student to recognize and understand Biblical allusions in later European literature, to appreciate the texts as literature, and also to show the differences between ancient Hebrew rhetoric and our own.

English 393. Classical Mythology

Homer, Virgil, and Ovid analyzed to show the development of various kinds of mythical discourse and the changing nature of "myth" itself. The recurrence of ancient myths in modern thought and literature stressed. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

Humanities 395. Continental Literature in Translation

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

English 402. Creative Writing: Poetry

Experimental writing, investigation, and discussion of poetry and the creative process, with individual and group analysis of student works.

English 403. Creative Writing: Short Fiction

Experimental writing, investigation, and discussion of the short story and the creative process, with individual and group analysis of student work.

English 404. Creative Writing: Plays

Experimental writing, investigation, and discussion of plays and the creative process, with individual and group analysis of student work.

English 405. Communication in the Organization

The nature and flow of communication in organizations and institutions. Theory and techniques of solving communications problems in organizations; effective conference leadership; techniques of interviewing. Lecture-discussion; performance.

English 406. Radio and Television Copywriting

Writing non-dramatic, straight copy for radio-television station release. Students prepare written materials for the electronic media with exercises in informational and persuasive writing. An exploration of basic news releases, public service programs, the documentary, and the writing of informational messages for local and national release.

English 407. Oral Interpretation of Literature

Theory and practice in the oral presentation of poetry, fiction, and drama. Both group and individual exercises provide a variety of experiences in analyzing and presenting different types of literature to an audience or class. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 409. Argumentation and Persuasion

Theory and practice of effective argumentation and persuasion. Lecture-discussion; some performance.

English 410. Modes of Writing

A course designed to help students recognize and develop their own ways of writing in various modes. Fulfills the advanced composition requirement for teaching credential. Prerequisite: satisfactory completion of English 110 or its equivalent and upper division standing.

English 412. Intercollegiate Forensics (2)

Participation in intercollegiate debate and individual speaking competition. Practice and theory of debate, extemporaneous speaking, persuasive speaking, oral interpretation, impromptu speaking.

English 414. Newspaper Production (2)

Practical experience in all facets of newspaper composition, including writing, editing, photography, advertising, layout, and circulation.

English 415. Studies in Linguistics

Traditional, structural, and transformational approaches to the study of language; consideration is given to the relationship between language and culture. Prerequisite: English 110 or its equivalent.

English 418. Copy Editing (1)

Fundamentals of newspaper copy editing, proofreading, and writing headlines. Includes work on material submitted for inclusion in the laboratory newspaper.

English 431. Medieval and Renaissance Drama

An examination of the origins and development of English drama, from its earliest liturgical beginnings through the cycle plays, moralities (*Everyman* and *Mankind*) and interludes, to the richness of Tudor theater: *Gammer Gurton's Needle, The Spanish Tragedy, Doctor Faustus, Friar Bacon and Friar Bungay,* and *The Shoemaker's Holiday.* Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 467. Contemporary Dramatic Literature

An examination of recent playwrights, with a focus on American dramas by O'Neill, Williams, Miller, and Albee. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 469. Modern African Literature

An examination of the works of contemporary African writers. Selected literary works of such authors as Chinua Achebe, Wole Soyinka, and Yambo Ouoloquem studied. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 470. Tragedy

The nature and aims of tragedy as a literary mode, from the Greeks to the present day. Important critics and theorists as well as major works included. Prerequisite: English 101 ot its equivalent, or one course from the 200 series in literature or its equivalent.

English 471. Comedy

The nature and aims of comedy and its relation to satire, farce, and burlesque. Readings, both in drama and fiction, chosen from various periods of western literature from the Greeks to the present. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 472. Satire

An examination of satire as a literary genre; an attempt to answer the question "What is satire?" by analyzing selected English and continental satires in detail, with some attention to non-literary satire in film, art, and music. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 475. Genre Studies

Studies in the novel, drama, poetry, criticism and mass media. Specific formal study and course content to be determined by instructor each quarter. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent. May be repeated for different course content.

English 477. Studies in Literature and Society (1–5)

Selected topics in literature dealing with literary response to philosophical or sociological questions. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent. May be repeated for different course content.

Humanities 479. Literature and the Other Arts

(For course description, see listing under "Interdisciplinary Courses", p. 96.)

English 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

English 490. Senior Seminar (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Prerequisite: Senior standing and consent of instructor.

English 496. Internship 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. (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.)

English 499. Individual Study (1–5)

Admission with consent of department chair.

Graduate Courses

English 500. Methods of Research and Literary Scholarship

The study of the nature and function of literature, the resources for literary scholarship, and the problems of method in the major areas of literary research.

English 502. Advanced Creative Writing Workshop

Concentrated creative work on one mode of expression (poetry, short fiction, plays), to be designated by the instructor. Offers opportunity for advanced creative writing and for critical evaluation by instructor and other students. Prerequisite: permission of the instructor.

English 503. Creative Writing Workshop in the Novel

Workshop concentrates on structuring and planning a novel, with substantial writing of the proposed work as the final project. Course may be repeated for credit. Prerequisite: permission of the instructor.

English 515. Theories of Grammar

An examination of the assumptions and applications of traditional or "school" grammars, descriptive/structural linguistics, and generative-transformational grammars.

English 518. Studies in the History of the English Language

Studies in the development of English phonology, morphology, and syntax from the Old English period to the present.

English 525. Studies in Chaucer

Studies in The Canterbury Tales and/or Troilus and Criseyde, and a selection of Chaucer's shorter poems.

English 533. Studies in Seventeenth Century Literature

An intensive survey of the major poets and dramatists, including Milton, Donne, Jonson and their contemporaries.

English 535. Studies in Shakespeare

Intensive study of selected plays. Prerequisite: English 335 or consent of the instructor.

English 541. Studies in Eighteenth Century Literature

An intensive study of Eighteenth Century poetry, prose, and/or drama.

English 552. Studies in Nineteenth Century Poetry

Studies in the major poets of either the Romantic or Victorian period, depending upon instructor's emphasis.

English 564. Studies in Twentieth Century Poetry

An intensive survey of major British and American poets from about 1914 to 1960. Includes the works of Housman, Yeats, Thomas, Eliot, Pound, Frost, Stevens, Auden, and important later figures.

English 568. Studies in the Modern British Novel

An intensive survey of major British novelists from about 1910 to 1950. Includes the works of Conrad, Joyce, Forster, Woolf, Lawrence, and important later figures.

English 570. Studies in Literary Criticism

An historical survey of important texts in literary criticism from the Greek to the modern period, with emphasis on the formation and development of major trends in critical theory.

English 576. Studies in the Development of the English Novel

Intensive study of continuity and change in the structure and style of the English novel and novella from its beginnings to the Twentieth Century.

English 582. Studies in the American Romantics

An intensive survey of the major writers of the American Renaissance from about 1830 to 1860. Includes the works of Hawthorne, Melville, Emerson, Thoreau, and Whitman.

English 586. Studies in Later American Literature

An intensive survey of important writers and literary movements in American literature from the post-Civil War period to about 1930. Includes Twain, James, Crane, Dreiser, O'Neill, Eliot, and Faulkner.

English 646. Seminar in Eighteenth Century English Literature

Intensive study of the poetry and prose of selected major writers of Eighteenth Century England.

English 672. Seminar in Poetry and Poetics

Intensive study of selected poets, their works, and their philosophy of poetics.

English 686. Seminar in Later American Literature

Intensive study of selected writers and literary movements in American literature after the Civil War. Prerequisite: undergraduate work in American literature or consent of the instructor.

English 690 (formerly English 691). Comprehensive Examination (3)

A comprehensive examination (oral or written) on a reading list covering the major works of English and American Literature. Readings selected in consultation with the student's graduate committee. Prerequisite: successful completion of the graduate course work.

English 691 (Formerly English 690). Master's Paper (3)

A carefully designed study of a selected area/topic in literature. Emphasis placed on original insights as contributions to graduate scholarship. Prerequisites: Classified Standing and approval of topic for investigation by the student's graduate committee.

English 699. Individual Study (1–5)

Admission with consent of department chair.

FINE ARTS DEPARTMENT

Chair: G. R. Mehling
Faculty: P. Grego, M. Heivly, T. Kerzie, G. Ketterl, J. Kleinsasser, L. Lovallo, M. Walker

The Fine Arts Department offers work in Art, Music, Theatre, and Dance.

In addition to providing the total student body with courses that may be taken for general education or elective credit, the department has concentration programs within the Fine Arts major in Art, Music, and Theatre Performance as well as minors in Fine Arts, Art, Music, and Theatre Performance. It also participates in the offering of an interdepartmental Speech and Theatre minor.

REQUIREMENTS FOR THE MAJOR

The minimum requirements for a Bachelor of Arts degree in Fine Arts are:

A. Three Fine Arts courses, two from Fine Arts 101.001, 101.002, and 101.003; one from Fine Arts 201.001, 201.002, and 201.003. Concentrators *must* take the 101-level courses in the areas outside their concentration *and* the 201-level course in their area of concentration. (Transfer students may, with the approval of the department, substitute appropriate work taken previously.)

B. At least six five-quarter-unit courses (30 hours) in Art, or seven five-quarter-unit courses in Music (35 hours), or seven five-quarter-unit courses in Theatre (35 hours), plus appropriate work in applied music and performance for Music concentration or appropriate work in rehearsal and performance for Theatre Performance concentration.

C. One of the following options:
   1. An augmented major consisting of at least twenty quarter units, 15 of which must be upper division, taken outside the concentration (Note: Art, Music, and Theatre Performance are separate concentrations)
   2. A minor consisting of at least 20 quarter units in another discipline (Note: Art, Music, and Theatre are separate disciplines)
   3. One of the interdisciplinary concentrations or minors such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Speech and Theatre

D. Fine Arts 490, Senior Seminar

REQUIREMENTS FOR THE MINOR IN FINE ARTS

The minimum requirements for a Fine Arts minor are: Four courses (20 units) at the 200 level or above, at least two of which must be upper division courses from at least two of the subject areas within the Department of Fine Arts.

SPEECH AND THEATRE MINOR

(For requirements, see listing under "Interdisciplinary Minors," p. 91.)

COURSES

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

Lower Division

Fine Arts 101.001. Introduction to the Study of Art

A foundation course in the form and content of art in relation to aesthetic, technical, and social concerns.

Fine Arts 101.002. Introduction to the Study of Music

An examination of the elements of musical sound; the role and function of the musician and music in society.

Fine Arts 101.003. Introduction to the Study of Theatre

A 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.

Fine Arts 201.001. A Survey of Art History

A review of the dominant styles in the art of ancient Greece and Rome, medieval France, the Flemish and Italian renaissances, the periods of the baroque and rococo, and in the Nineteenth and Twentieth centuries.

Fine Arts 201.002. A Survey of Music History

For the Music concentrator and/or general student interested in the historical development of musical style. Examination of the important figures and periods in the history of music, from Gregorian Chant to the Twentieth Century.

Fine Arts 201.003. A Survey of Theatre History

A survey of the structures and production practices of theatres and of the ideas behind them, from the Golden Age of Greece to the present, with references to the significant periods, plays, and playwrights. Plays from the various periods studied will be read.

Fine Arts 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Fine Arts 299. Individual Study (1–5)

Admission with consent of the department chair.

Upper Division

Fine Arts 401. Special Studies in Fine Arts

Individual research and group investigation into the interdisciplinary relationships of the fine arts, concentrating on selected periods. Topics to be covered each quarter will be announced prior to registration.

Humanities 479. Literature and the Other Arts

(For course description, see listing under "Interdisciplinary Courses", p. 96.)

Fine Arts 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Fine Arts 490. Senior Seminar in Fine Arts (6)

Consideration of the nature of the arts. Integration of materials from other courses. Relation of fine arts to student's other fields of study. Prerequisite: Senior majors or consent of department chair.

Fine Arts 499. Individual Study (1–5)

Admission with consent of the department chair.

CONCENTRATION IN ART

Requirements for a Bachelor of Arts degree in Fine Arts with an emphasis in Art Studio or Art History:

A. Three Fine Arts courses (101.002, 101.003, 201.001). Transfer students may, with the approval of the department, substitute appropriate work taken previously.

B. At least six five-quarter-unit courses in Art, including: (1) two studio courses drawn from courses 312–319 or two art history courses from 381–389, 482–484; (2) *either* four art history courses drawn from 381–389, 478, 482–484, *or* four advanced studio classes drawn from 343–347, 477, plus 484.

C. One of the following options:
   1. An augmented major consisting of at least twenty quarter units, at least 15 of which must be upper division, taken outside the concentration (Note: Art, Music, and Theatre Performance are separate concentrations)
   2. A minor consisting of at least 20 quarter units designated by another discipline (Note: Art, Music, and Theatre are separate disciplines)
   3. One of the interdisciplinary concentrations or minors such as Black Studies, Chicano Studies, Asian Studies, Latin-American Studies, Women's Studies, and Speech and Theatre.

D. Fine Arts 490, Senior Seminar.

E. A senior show (required only in the Art Studio emphasis)

REQUIREMENTS FOR THE MINOR IN ART

Four five-unit courses in either art history or art studio, three of which must be upper division.

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in Fine Arts, with a concentration in Art, has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that the Examination Waiver for art has been approved for a CSB graduate in Fine Arts, with a concentration in art.

COURSES

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

Lower Division

Art 212. Basic Two-Dimensional Design

An introduction to the theory, principles and elements of design. The course provides essential background for the upper division curriculum in Art. Three lecture-discussion and four studio-laboratory hours per week.

Art 213. Beginning Drawing

Introduction to drawing and composition including drawing from the human figure. Three lecture-discussion and four studio-laboratory hours per week.

Art 214. Beginning Painting

An introduction to basic skills in painting as well as to the selection of materials and the preparation of canvas. The student works with oils, acrylics, latex and synthetic pigments. Three lecture-discussion and four studio-laboratory hours per week.

Art 218. Beginning Photography

An introduction to basic skills of camera use, negative development and printing for the artist photographer. Emphasis on the use of photography as a method of visual documentation. Three lecture-discussion and four studio-laboratory hours per week.

Art 242. Basic Three-Dimensional Design

A lecture-laboratory course exploring theory, materials and techniques in three dimensional design. Students develop proficiency in materials such as clay, wood, metal and plastics. The relationship between spatial concepts and industrial design is examined. The course provides essential background for the upper division curriculum in Art. Three lecture-discussion and four studio-laboratory hours per week.

Art 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Art 299. Individual Study (1–5)

Admission with consent of the department chair.

Art 312.001. Screen Printing I

Basic screen processes, including screen construction, block-out techniques, color registration, and basic photo-screen techniques. Three lecture-discussion and four studio-laboratory hours per week.

Art 312.002. Screen Printing II

Advanced screen processes, including color applications, advanced photographic technology, three-dimensional printing technology, and ink body formulation. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 312.001 or departmental consent.

Art 312.003. Screen Printing III

Advanced screen processes, including photo preparation, copy camera technology, and advanced printing techniques including impasto, printing on irregular surfaces, and three-dimensional applications. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 312.001 or 312.002 or departmental consent.

Art 313.001. Drawing I

Continuation of figure drawing using detailed approach. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 213 or departmental consent.

Art 313.002. Drawing II

Advanced drawing based on concepts and ideas pertaining to drawing. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 213 and 313.001 or departmental consent.

Art 313.003. Drawing III

Continuation of advanced drawing concepts. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 213, 313.001, and 313.002 or departmental consent.

Art 314.001. Painting I

Continuation of beginning painting, using detailed approach. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 214 or departmental consent.

Art 314.002. Painting II

Advanced painting based on concepts and ideas pertaining to painting. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 214 and 314.001 or departmental consent.

Art 314.003. Painting III

Continuation of advanced painting concepts. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 214, 314.001, and 314.002 or departmental consent.

Art 315.001. Sculpture I

An introduction to materials, technologies, and aesthetic attitudes. Emphasis on an exploratory examination of sculptural concerns within the modern period. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 242 or departmental consent.

Art 315.002. Sculpture II

A second-level sculpture course that introduces additional materials, technologies, and aesthetic concerns. The student is involved with exploratory projects as well as with the development of a specific sculptural ideal. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 242 and 305.001 or departmental consent.

Art 315.003. Sculpture III

A fundamental course. Sculpture focused on projects designed to develop the personal aesthetic concerns of the students themselves. Three lecture-discussion and four studio-

laboratory hours per week. Prerequisites: Art 242, 315.001, and 315.002 or departmental consent.

Art 317.001. Intaglio I

Basic black and white processes, including engraving, aqua-tint, acids, grounds, and basic printing technology. Three lecture-discussion and four studio-laboratory hours per week.

Art 317.002. Intaglio II

Color intaglio processes, including multiple plate, viscosity and poupé. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 317.001.

Art 317.003. Intaglio III

Advanced color processes and basic photo processes, including copy camera technology, photo engraving, and basic paper technology. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 317.001, 317.002.

Art 318.001. Photography I

Basic black and white photo processes, including photo negative development, camera technology, exposure, photo printing procedures, and presentation. Three lecture-discussion and four studio-laboratory hours per week.

Art 318.002. Photography II

Advanced camera technology, negative manipulation, photo montage, and solarization zone system applications. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 318.301.

Art 318.003. Photography III

Advanced photo processes and aesthetic development, printing, coloring, addition of other graphic processes at the option of the student, elementary color processes, and copy camera technology. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 318.001, 318.002.

Art 319.001. Lithography I

Basic black and white stone processing techniques, including etching, roll-up, and stone preparation. Three lecture-discussion and four studio-laboratory hours per week.

Art 319.002. Lithography II

Advanced black and white stone processing techniques, including editioning, ink body formulation, paper technology, and basic color processes. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 319.001.

Art 319.003. Lithography III

Advanced color processes, photo-lithography, and basic copy camera technology. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 319.001, 319.002.

Art 343. Drawing Studio

Studio experience in the problems and concepts in drawing, using a variety of media. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 313 or its equivalent. May be taken only once for credit.

Art 344. Painting Studio

Problems and concepts in painting, using a variety of media. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 314 or its equivalent. May be taken only once for credit.

Art 345. Sculpture Studio

Problems and concepts in sculpture, using a variety of media. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 315 or its equivalent. May be taken only once for credit.

Art 347. Printmaking Studio

Problems in printmaking in a variety of media. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 317 and/or 319 or equivalent. May be taken only once for credit.

Art 381. Greece

Art and architecture of ancient Greece. A study of the genesis, development, classic phase, and dispersion after Alexander of the art of ancient Greece.

Art 382. Early Christian and Byzantine Art

The arts and architecture of the Early Christian Period in Europe; art and architecture in the Byzantine Empire to the fall of Constantinople.

Art 383. The Art of the Later Middle Ages in Europe

Romanesque and Gothic art, 1000–1500.

Art 384. The Art of the Italian Renaissance

Painting, sculpture, and architecture in Italy during the Fifteenth and Sixteenth Centuries.

Art 385. Seventeenth and Eighteenth Century Art in Western Europe

The major artists and their followers in the Seventeenth and Eighteenth Centuries.

Art 386. Nineteenth Century Art

Painting and sculpture in western Europe from the French Revolution to 1890.

Art 387. Survey of Art in the United States

Art in the United States from the primitive to the present.

Art 470. Senior Show (0)

Must be undertaken in residence. Portfolio must be submitted to the department no later than the pre-registration period for the quarter preceding the student's proposed final quarter. No credit.

Art 477. Special Studies in Art (1–5)

Opportunity for extensive work with faculty supervision on individual problems. May be repeated for different course content. The area to be covered in any particular quarter will be designated before the time of registration. Possible fields of study in this regard are:

Ceramics	Photography
Drawing	Printmaking
Life drawing	Sculpture
Painting	Art Education

Art 478. Special Studies in Art History

The period and subject matter of this course will be designated before the time of registration. The course may be repeated for credit not to exceed 10 quarter hours. Possible areas which may be covered by this course are:

The Art of South and Southwest Asia
The Art of East and Southeast Asia
The Art of the North American Indian

Art 482. The Roman Empire East and West

Art in Rome and among Europeans to 400.

Art 483 (formerly Art 480). Early Twentieth Century Art

A study of the major artists and movements in Europe and the United States, 1890–1945.

Art 484 (formerly Art 481). Art Since 1945

Major artists and trends world-wide, from the abstract impressionists in New York to present developments.

Art 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Art 499. Individual Study (1–5)

Admissin with consent of department chair.

CONCENTRATION IN MUSIC

Requirements for the Bachelor of Arts degree in Fine Arts with a Concentration in Music:

A. Three Fine Arts courses (101.001, 101.003, 201.002). Transfer students may, with the approval of the department, substitute appropriate work taken previously.
B. Seven five-quarter-unit courses in music, five of which must be upper division courses including 352 and at least one course from the 481–485 series, selected with the approval of the department.
C. Participation and credit in one of the following performing organizations every term of residence after formal registration as a Fine Arts major: Cal State Choir, Cal State Wind Ensemble, Chamber Orchestra
D. Performing proficiency acceptable to the department in piano, voice, and/or another instrument approved by the department. Students must demonstrate this proficiency in a manner determined by the department before they will be allowed to present their senior performance and paper, or, with the consent of the department, senior recital. Such determination may include the earning of satisfactory credit in appropriate courses.
E. Piano proficiency equivalent to Music 356
F. Senior performance and paper, or, with the consent of the department, senior recital
G. Fine Arts 490, Senior Seminar
H. One of the following options:
   1. An augmented major consisting of at least twenty quarter units, at least 15 of which must be upper division, taken outside the concentration (Note: Art, Music, and Theatre Performance are separate concentrations)
   2. A minor consisting of at least 20 quarter units in another discipline (Note: Art, Music, and Theatre are separate disciplines).
   3. One of the interdisciplinary concentrations or minors such as Black Studies, Chicano Studies, Asian Studies, Latin-American Studies, Women's Studies, and Speech and Theatre

REQUIREMENTS FOR THE MINOR IN MUSIC

Twenty quarter units (at least ten of which must be upper division) including at least one theory class (Music 122 or 152 or 222), two units of applied music, and two units of work in a performing organization

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in Fine Arts, with a concentration in Music, has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Music has been approved for a CSB graduate in Fine Arts, with a concentration in Music.

COURSES

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

Lower Division

Music 120. Introduction to Music Theory (2)

Basic concepts of Western musical practice: keys, scales, intervals, chords, notation, rhythm, and meter. Open to all students. May not be used to satisfy requirements of the concentration or minor.

Music 122. Theory I

In-depth study of Western tonal practice, c. 1650–1800: Four-part harmony through dominant seventh chords. Prerequisite: Music 120 or Theory Placement Examination.

Music 124. Basic Theory Skills (1)

Practice in melodic, harmonic, timbral, and rhythmic dictation; sight singing. Prerequisite: Music 120 or Theory Placement Examination.

Music 152. Theory II

Continued examination of tonal practice through 1900: modulation, altered chords. Prerequisite: Music 122 or departmental consent.

Music 154. Intermediate Theory Skills (1)

Intermediate-level melodic, harmonic, timbral, and rhythmic dictation; sight singing. Prerequisite: Music 124 or departmental consent.

Music 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.

Music 222. Theory III

Twentieth century techniques: polytonality, atonality, serialism, aleatory and stochastic processes. Prerequisite: Music 152 or departmental consent.

Music 223. Individual Instruction (1)

Individual instruction in voice and in various musical instruments. Credit available only to Fine Arts music concentrators or minors in music. One quarter unit per term on credit, no-credit basis, not to exceed a total of six. Information regarding offerings each quarter, as well as registration procedures and approval for music concentrators and minors must be obtained from the department for each registration. Students follow a program approved by the department and are required to demonstrate proficiency progress before a faculty jury each quarter before receiving credit. Students may challenge course by examination for credit.

Music 224. Advanced Theory Skills (1)

Advanced-level melodic, harmonic, timbral, and rhythmic dictation; sight singing; score reading; keyboard harmony. Prerequisite: Music 154 or departmental consent.

Music 226. Beginning Piano—Class Instruction (3)

Introduction to the piano and piano playing. Beginning study in music reading and practice techniques. Repertoire to cover beginning to intermediate piano literature and song accompaniment; keyboard harmony and improvisation. No previous background required. Not open to music concentrators presenting piano to meet overall proficiency requirement in an instrument approved by the department. Registration subject to program and equipment limitations and the approval of the department.

Music 227. Basic Singing Techniques (2)

Class instruction in the fundamental techniques of singing. Problems of breath control, tone production, diction, song repertoire, and interpretation. Historical theories of vocal production. No previous background required.

Music 228. Intermediate Singing Techniques (2)

Intermediate-level class instruction in fundamental techniques of singing. Problems of breath control, tone production, diction, song repertoire, and interpretation.

Music 251. Cal State Choir (1)

Group performance of choral music from various periods of the choral repertoire. One-quarter unit of credit per term (not to exceed a total of six).

Music 253. Cal State Wind Ensemble (1)

Group performance of music from various periods of the repertoire. One quarter unit of credit per term (not to exceed a total of six).

Music 254. Chamber Orchestra (1)

Group performance of music from various periods of the repertoire. One quarter unit of credit per term (not to exceed a total of six).

Music 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Music 299. Individual Study (1–5)

Admission with consent of department chair.

Upper Division

Music 322. Theory IV

Exploration of practices of modal and non-Western music: modes, Medieval notations, instrumental and pitch resources of selected Third World cultures. Prerequisite: Music 152 or departmental consent.

Music 324. Orchestration

Scoring for string, woodwind, brass, and percussion instruments. Prerequisite: Music 322 or departmental consent.

Music 325. Conducting

Experience in basic instrumental and choral conducting technique. Prerequisite: Music 322 or departmental consent.

Music 352. Form and Analysis

Individual and class analysis of selected compositions of various periods and styles; experience in development of individual works. Prerequisite: Music 222, 224 and 322, or departmental consent.

Music 356. Intermediate Piano—Class Instruction (3)

Intermediate study in music reading and practice techniques. Repertoire to cover intermediate piano literature and improvisation. Prerequisite: Music 226 or departmental consent. Not open to music concentrators presenting piano to meet overall proficiency requirement in an instrument approved by the department. Registration subject to program and equipment limitations and the approval of the department.

Music 357. Pedagogy: Principles and Practice (3)

Principles involved in the playing and teaching of the regular orchestral instruments. Students are required to play each instrument studied in the class and demonstrate a working acquaintance with the pedagogical knowledge necessary to adequately instruct another person in the following areas:

.001. *Strings:* Violin, Viola, Cello, String Bass
.002. *Woodwinds:* Flute, Oboe, B^b Clarinet, Bassoon, Saxophone
.003. *Brass:* B^b Trumpet, French Horn, Trombone, Euphonium, Tuba
.004. *Percussion:* Appropriate definite- and indefinite-pitched instruments, as determined by the instructor

Music 380. Opera

Survey of opera. Analysis and development of opera from Monteverdi to contemporary.

Music 381. Music of Black Americans

Historical and analytical study of the music of Black Americans from colonial times to the present, including the influence of black music on traditional music.

Music 421. Music Workshop (1)

Courses devoted to the study and performance of representative literature for varied types of ensemble. One quarter unit of credit per term (not to exceed a total of six). Admission with the consent of instructor. Anticipated sections include the following:

Brass	String
"New Music"	Woodwind
Keyboard	Jazz Ensemble
Recorder	Early Music

Music 423. Individual Instruction (1)

Individual instruction in voice and in various musical instruments. Credit available only to Fine Arts music concentrators or minors in music. One quarter unit per term on credit, no-credit basis, not to exceed a total of six. Information regarding offerings each quarter, as well as registration procedures and approval for music concentrators and minors, must be obtained from the department for each registration. Students follow a program approved by the department and are required to demonstrate proficiency progress before a faculty jury each quarter before receiving credit. Students may challenge course by examination for credit.

Music 451. Cal State Choir (1)

Group performance of choral music from various periods of the choral repertoire. One quarter unit of credit per term (not to exceed a total of six).

Music 452. Madrigal Singers (1)

Group performance of choral literature, from various periods of the choral repertoire, designed for select voices. Admission with the consent of the instructor. One quarter unit of credit per term (not to exceed a total of six).

Music 453. Cal State Wind Ensemble (1)

Group performance of music from various periods of the repertoire. One quarter unit of credit per term (not to exceed a total of six).

Music 454. Chamber Orchestra (1)

Group performance of music from various periods of the repertoire. One quarter unit of credit per term (not to exceed a total of six).

Music 470. Senior Performance and Paper (0)

Exhibition of proficiency in major medium of performance; a substantial paper pertaining to the performance. Must be undertaken in residence. No credit. Permission for the performance must be obtained and a draft for the paper must be submitted to the department no later than the preregistration period for the student's proposed final quarter. With permission of the department, senior recital (Music 471) may be substituted.

Music 471. Senior Recital (0)

Reserved for those students especially proficient on their instrument. Admission with consent of department. Consists of a 45–70 minute public recital. Must be undertaken in residence. No credit. Recital permission must be obtained from the department no later than the preregistration period for the student's proposed final quarter.

Music 477. Special Studies (1–5)

Individual research and group investigation of selected topics, such as 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. Topics to be covered each quarter will be communicated to interested students before registration; may be repeated for different course content.

Music 481. Baroque and Classical

An in-depth historical and analytical study of music from the Baroque and Classical periods (c 1600–1830). Prerequisite: Music 222 or permission of the department.

Music 482. The Romantic Period and Impressionism

An in-depth historical and analytical study of music of the Romantic and impressionistic periods (c 1830–1910). Prerequisite: Music 222 or permission of the department.

Music 483. Music of the Early Twentieth Century

An in-depth historical and analytical study of early Twentieth Century music, including neoclassicism and expressionism. Prerequisite: Music 222 or permission of the department.

Music 484. Music Since 1945

Individual and class analysis and performance of music composed since the Second World War; the relationship among composer, performer and audience explored. Prerequisite: Permission of the department.

Music 485 (formerly Music 480). Polyphonic Period Through the Renaissance

An in-depth historical and analytical study of music from the origins of polyphony through the Renaissance (c 800–1600). Prerequisite: Music 222 or permission of the department.

Music 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Music 499. Individual Study (1–5)

Admission with consent of department chair.

CONCENTRATION IN THEATRE PERFORMANCE

Requirements for the Bachelor of Arts degree in Fine Arts with a Concentration in Theatre Performance:

A. Three Fine Arts courses (101.001, 101.002, 201.003). Transfer students may, with the approval of the department, substitute appropriate work taken previously
B. Seven five-quarter-unit courses in Theatre, five of which must be upper division, selected with the approval of the department
C. Six quarter units, three of which must be upper division, of the one-unit courses Theatre 231.001/431.001, Rehearsal and Performance
D. Fine Arts 490, Senior Seminar
E. One of the following options:
   1. An augmented major consisting of at least 20 quarter units, at least 15 of which must be upper division, taken outside the concentration. (Note: Art, Music, and Theatre Performance are separate concentrations.)
   2. A minor consisting of at least 20 quarter units in another discipline. (Note: Art, Music, and Theatre are separate disciplines.)
   3. One of the interdisciplinary concentrations or minors such as Black Studies, Chicano Studies, Asian Studies, Latin-American Studies, Women's Studies, and Speech and Theatre

REQUIREMENTS FOR A MINOR IN THEATRE PERFORMANCE

Four five-unit courses in Theatre, three of which must be upper division.

COURSES

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

Lower Division

Theatre 222. Stage Voice

The development of an effective stage voice through the achievement of proper relaxation, breathing, vocal resonance, and voice placement.

Theatre 224. Stage Movement

Study of the principles of body dynamics and movement techniques necessary for stage performance.

Theatre 226. Stage Makeup (2)

Practical work in all types of theatrical makeup. One lecture and two activity hours per week.

Theatre 231.001. Rehearsal and Performance (1)

Acting in stage performances, major production assignments, participation in television or children's theatre offerings. Open to all students; entrance by audition. Assignments according to needs of plays produced. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Theatre 231.002. Technical Theatre Production Laboratory (1)

Practical work in the various areas of technical theatre production (scenery, properties, costumes, lighting), including pre-production and running crew assignments. Assignments according to the needs of plays produced. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Theatre 232. Acting I

Introduction and development of the actor as the physical, vocal, and creative tool of his work. Introduction of improvisation techniques, text analysis, and psychophysical techniques in scene study.

Theatre 233. Directing I

The fundamentals of play direction. An introductory course exploring elements of interpretation and the techniques used to transfer the directorial idea into practical terms of composition, picturization, movement, rhythm, and stage business.

Theatre 235. Stage Speech I

Development of stage speech through exercises in the production, description, and classification of sounds of spoken English. Work in overcoming regional speech habits through the comprehensive study and application of the International Phonetic Alphabet.

Theatre 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division

Theatre 332. Acting II

Characterization. Advanced work on improvisation, using the dramatic text as the foundation of the acting process. Analysis of character and execution of such through physical and vocal exercises. Prerequisite: Theatre 232.

Theatre 335. Stage Speech II

Advanced study of pronunciation and intonation; practice in presentation of various forms of literature. Prerequisite: Theatre 235.

Theatre 383. Modern Drama

Development of the theatre in the modern period, from the advent of naturalism to the contemporary mixture of realistic and non-realistic styles.

Theatre 431.001. Rehearsal and Performance (1)

Acting in stage performances, major production assignments, participation in television or children's theatre offerings. Entrance by audition. Assignments according to the needs of plays produced. Prerequisite: Permission of the department. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Theatre 431.002. Technical Theatre Production Laboratory (1)

Practical work in the various areas of technical theatre production (scenery, properties, costumes, lighting), including pre-production and running crew assignments. Assignments according to the needs of plays produced. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Theatre 432. Acting III

Style. Study and application of various techniques and considerations that influence the various major theatrical periods. Execution of such in scenes from these periods. Prerequisite: Theatre 332.

Theatre 433. Directing II

Advanced study of the principles and techniques in directing plays of different types; directing and criticism of one-act plays. Problems in dealing with the actor. Prerequisite: Theatre 233.

Theatre 435. Stage Speech III

Study of regional and foreign dialects for character impersonation. Prerequisite: Writing and speaking proficiency in International Phonetic Alphabet (IPA).

Theatre 477. Special Studies (1–5)

Individual research and group investigation of selected topics. Topics to be covered each quarter will be communicated to interested students before registration. May be repeated for different course content. Possible fields of study include:

Theatre Management	Filmmaking
Children's Theatre	Stage Managing
Dramatic Criticism	Movement for Actors

Theatre 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Theatre 499. Individual Study (1–5)

Admission with consent of department chair.

DANCE COURSES

Dance 150. Modern Dance (1)

Basic modern dance techniques and movement improvisation exploring energy, space and time. May be taken to satisfy the Physical Education 150 requirement.

IN ST 150.023. Mexican Folk Dance (1)

(For course description, see listing under "Interdisciplinary Courses", p. 96.)

Dance 221. Dance Ensemble (1)

Intermediate-advanced dance technique. Improvisation and composition leading to creation and performance of solo and group studies and dances. Anticipated sections will include the following:

Dance 221.010 Modern Dance Ensemble

Dance 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Dance 421. Dance Ensemble (1)

Intermediate-advanced dance technique. Improvisation and composition leading to creation and performance of solo and group studies and dances. Anticipated sections will include the following::

Dance 421.010 Modern Dance Ensemble

Dance 477. Special Studies in Dance (1–5)

Exploration of movement as "living" form. Course objective is to learn the process of image-making in movement through shaping of space with the body. Concepts of time as related to music and the uses of articulated gestures symbolic of human feeling.

Dance 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Dance 499. Individual Study (1–5)

Admission with consent of department chair.

FOREIGN LANGUAGES DEPARTMENT

Chair: M. G. Paquette
Faculty: H. M. Corral, C. Lozano, S. Ramondino, O. U. Somoza

The Department of Foreign Languages has the following objectives:

To teach students the four basic skills of understanding, speaking, reading, and writing the several languages offered; to foster an interest in and an understanding of other cultures and civilizations; to enhance a student's understanding and control of English through a comparison with the structures of other languages.

According to the area of concentration selected by the student, the Department of Foreign Languages:

Prepares teachers of foreign languages; equips teachers with the basic knowledge and skills needed in the Bilingual/Cross-Cultural Program in Spanish; provides those foreign language skills that are necessary or highly desirable in many career fields, such as medicine, law enforcement, social work, foreign trade, business, government service, diplomatic and military service, translating, interpreting, journalism, and broadcasting.

The Department of Foreign Languages offers majors and minors in French and Spanish.

REQUIREMENTS FOR THE MAJOR IN FRENCH

The minimum requirements for a Bachelor of Arts degree in French are:

A. Six upper division courses *and* the Senior Seminar (French 490). In order to afford the student some options, one (1) of the six (6) upper division courses, exclusive of the Senior Seminar, may be from among the following, but it does not *have* to be. This is *not* a requirement, but an option. Departmental approval is required for these options.

History 310 Modern France
Art 383 The Art of the Later Middle Ages in Europe (with emphasis on France)
Humanities 395 Continental Literature in Translation
Humanities 479 Literature and the Other Arts
Education 426.004 General Methods/Teaching and Resources: Foreign Language (3 units)

Students who do *not* choose any of the above options, but who prefer to broaden their preparation in French literature or language, may instead select their sixth upper division course, exclusive of the Senior Seminar, from among, but not limited to, the following:

French 300 Explication of Texts
French 320 French Culture and Civilization (in English)
French 409 Advanced French Syntax: Stylistics with emphasis on syntax
French 420 Contemporary France

B. The satisfactory completion of one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin-American Studies, Women's Studies, and Speech and Theatrey

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in French has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Foreign Languages has been approved for a CSB graduate in French.

REQUIREMENTS FOR THE MAJOR IN SPANISH

The minimum requirements for a Bachelor of Arts degree in Spanish are:

A. Seven courses from the 300 and 400 series, in addition to the Senior Seminar (Spanish 490). Students are required to plan an acceptable program, in consultation with their advisor, which will include 301–302, (Introduction to Spanish Literature), 311 (Advanced Spanish Grammar), and four other courses designed to develop and enrich their major interest.

B. The satisfactory completion of one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin-American Studies, Women's Studies, and Speech and Theatre

Students planning to teach are urged to select courses from the following, in consultation with their advisor: Spanish 320, Hispanic-American Culture and Civilization (in English); Spanish 414, Spanish Phonetics and Pronunciation; Spanish 311, Advanced Spanish Grammar; Spanish 415, Art of Translation; Spanish 409, Advanced Spanish Syntax; Spanish 413, Introduction to Spanish Linguistics and Contrastive Structures of Spanish and English.

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in Spanish has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Foreign Languages has been approved for a CSB graduate in Spanish.

BILINGUAL/CROSS-CULTURAL SPECIALIST CREDENTIAL

The Bilingual/Cross-Cultural Specialist credential is administered by the School of Education in cooperation and consultation with departments in the humanities. In consultation with their advisor, students wishing to prepare for this credential are advised to select from the following list of courses, which are cross-listed under both schools:

Spanish 390 (formerly Spanish 399), The Mexican-American and Education Today; Spanish 305, Spanish for Communication in the Bilingual Context; Spanish 413, Introduction to Spanish Linguistics and Contrastive Structures of Spanish and English; Spanish 422, Children's Literature in Spanish; Spanish 423, Problems of Linguistic Interference in Reading in Spanish; Spanish 420, Barrio Spanish; Spanish 320, Hispanic-American Culture and Civilization (in English).

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 (excluding 210, 211, and 220), with the remainder to be selected from courses at the upper division levels. Courses at the 100 level do not count toward the major.

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 (excluding 210, 211, 220, and 290), with the remainder to be selected from courses at the upper division levels. Courses at the 100 level do not count toward the minor.

FRENCH COURSES

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

Lower Division

French 101. Introductory French

An introduction to the nature of the discipline and the fundamentals of language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week. (Offered fall quarter.)

French 102. Introductory French

A continuation of French 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: French 101, or two years of high school French or the equivalent. (Offered winter quarter.)

French 103. Introductory French

A continuation of French 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week. Prerequisite: French 102, or 3 years of high school French or the equivalent. (Offered spring quarter.)

French 104.9xx. Individualized Instruction (5–15)

Opportunity for a student to earn credit for French 101, 102, and 103 (15 credits) in one or more quarters. Student must complete at least one module for five (5) credits. Permission to take a grade of Incomplete and to extend the course(s) beyond one quarter may be granted by the instructor upon evidence of satisfactory progress.

Student proceeds at own pace in completing achievement levels centered around modules of learning, with self-correcting oral and written chapter tests. Midterm and final taken under supervision. Each achievement level is equivalent to one quarter. Regular weekly consultations with the instructor are required. Students may be registered at any level at any time. (Offered fall, winter, and spring quarters.)

French 204.9xx. Individualized Instruction (1–20)

Opportunity for a student to earn credit for French 201 and 202 (10 credits) in one or more quarters. Students must complete at least one equivalent module for five (5) credits.

The two five-credit modules (204.901 and 204.902) constitute a complete intermediate review stressing oral and written expression as well as reading. This aspect of the program includes self-paced study of modularized materials, independent laboratory practice, consultation and guidance with the instructor, periodic testing and evaluation.

A student may also earn one to ten units of credit in mini-modularized courses numbered 204.901 to 204.920. Each one-credit packaged self-paced course is designed to aid the student in developing an understanding of an aspect of French culture. Materials used include an automated slide or film-strip program with taped commentary in English. The student will write, in consultation with the instructor, a short research paper, *in English,* on a selected subject. (Offered fall, winter, and spring quarters. See Class Schedule for specific topics offered.)

French 210. Conversational French

A course designed to develop fluency in oral communication and vocabulary building on a topical basis. Prerequisite: French 103 or its equivalent. (Offered spring quarter.)

French 220. French for Travelers

A course designed to equip travelers with the rudiments of French language and culture. Extensive use of films, slides, tapes, newspapers, and magazines. No prior knowledge of French is required. (Offered spring quarter.)

French 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division

NOTE: Upper division courses are normally taught in French.

French 301. Introduction to French Literature

An overview of French literature from the Middle Ages to 1800. (Offered fall quarter.)

French 302. Introduction to French Literature

An overview of French literature from 1800 to the present. (Offered winter quarter.)

French 304.9xx. Individualized Instruction (1–10)

Opportunity for a student to earn one to ten units of credit in mini-modularized courses numbered 304.910 to 304.920. Each one-credit packaged self-paced course is designed to aid

the student in developing an understanding of an aspect of French culture. Materials used include an automated slide or film-strip program with taped commentary in French. The student will write, *in French,* a short research paper on a selected subject. (Offered fall, winter, and spring quarters. See Class Schedule for specific topics offered.)

French 320. French Culture and Civilization

The development of French culture and civilization from its beginning to the present day. To receive credit toward the major, assignments and presentations must be in French. Course given in English.

French 400. History of the French Language

The study of the linguistic changes in the evolution of French from Vulgar Latin.

French 409. Advanced French Syntax

A course in written and verbal stylistics with emphasis on French syntax.

French 410. Introduction to French Linguistics

An introduction to conventional and theoretical linguistics, with a contrastive approach to French and English structure. Practical laboratory work.

French 414. French Phonetics

An analysis of the French sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the English and French languages.

French 415. Art of Translation

A study of the components of French grammar in view of practical translation exercises consisting of both French and English texts, to be rendered fluently into the opposite language.

French 420. Contemporary France

An inquiry into the contemporary psychological, economic, and cultural values of Twentieth Century France.

French 450. Nineteenth Century French Poetry

A study of the major movements and representative poets of Nineteenth Century French literature, with emphasis on Romanticism, Le Parnasse, and Symbolism.

French 451. Nineteenth Century French Novel

A study of the major movements and representative novelists of Nineteenth Century French literature, with emphasis on Romanticism, Realism, and Naturalism.

French 477. Selected Topics in French (1–5)

Studies in French language or literature, with varying subjects such as Explication of Texts. May be repeated for different course content.

French 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

French 490. Senior Seminar in French (6)

Consideration of the nature of the discipline through a group or individual project to be determined by the instructor. Integration of knowledge and experience acquired within the student's major area and the relation of French to selected other disciplines. Prerequisite: Senior standing and consent of the instructor. (Offered spring quarter.)

French 499. Individual Study (1–5)

Admission with consent of instructor and department chair.

SPANISH COURSES

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

Lower Division

Spanish 101. Introductory Spanish

An introduction to the nature of the discipline and the fundamentals of Spanish language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week. (Offered fall quarter.)

Spanish 102. Introductory Spanish

A continuation of Spanish 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: Spanish 101, or two years of high school Spanish or the equivalent. (Offered winter quarter.)

Spanish 103. Introductory Spanish

A review of fundamentals. Reading of selected texts, translation and conversation. Two hours of independent laboratory practice per week. Prerequisite: Spanish 102, or three years of high school Spanish or the equivalent. (Offered spring quarter.)

Spanish 104.9xx. Individualized Instruction (5–15)

Opportunity for a student to earn credit for Spanish 101, 102, and 103 (15 credits) in one or more quarters. Student must complete at least one module for five (5) credits. Permission to take a grade of Incomplete and to extend the course(s) beyond one quarter may be granted by the instructor upon evidence of satisfactory progress.

Student proceeds at own pace in completing achievement levels centered around modules of learning, with self-correcting oral and written chapter tests. Each achievement level is equivalent to one quarter. Regular weekly consultations with the instructor are required. Students may register at any level at any time. (Offered fall, winter, and spring quarters.)

Spanish 201. Intermediate Spanish Grammar

Composition and conversation. An intensive review of Spanish grammar with extensive practice in oral and written expression. Independent laboratory work, poetry and prose selections. Prerequisite: Spanish 103 or four years of high school Spanish or the equivalent, as validated by placement examination. (Offered fall quarter.)

Spanish 202. Intermediate Spanish

A continuation of Spanish 201, designed especially to prepare students for upper division work in language and literature. (Offered winter quarter.)

Spanish 204.9xx. Individualized Instruction (1–10)

Opportunity for a student to earn one to ten units of credit in mini-modularized courses numbered 204.910 to 204.920. Each one-credit packaged self-paced course is designed to aid the student in developing an understanding of an aspect of Spanish peninsular or Latin-American culture. Materials used include an automated slide or film-strip program with taped commentary in English. The student will write, in consultation with the instructor, a short research paper, *in English,* on a selected subject. (Offered fall, winter, and spring quarters. See Class Schedule for specific topics offered.)

Spanish 210. Conversational Spanish

A course designed to develop fluency in oral communication and vocabulary building. Conversations in small groups and discussion of a wide range of topics taken from contemporary issues and true life situations, literature, and cultural concerns. Prerequisite: Spanish 103 or its equivalent. (Offered spring quarter.)

Spanish 211. Intermediate Conversational Spanish

Further study and practice to develop fluency in oral communication and vocabulary building. Conversations in small groups and discussion of a wide range of topics taken from contemporary issues and true life situations, literature, and cultural concerns. Prerequisite: Spanish 103 or its equivalent. (Offered spring quarter.)

Spanish 220. Spanish for the Health Professions

The course is designed expressly to meet the communication needs of persons engaged in the health professions: doctors, dentists, nurses, technicians, and aids. The course introduces basic grammatical structures of Spanish and focuses on the vocabulary associated with these professions.

Spanish 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Spanish 290 (formerly Spanish 390). The Mexican-American and Education Today

A study of the Mexican-American's attempt to succeed in post-secondary education today, and the influence exercised by the Mexican-American himself on this process. Emphasis on communication, career planning, special programs, and the quest for identity.

Upper Division

NOTE: Upper division courses are normally taught in Spanish.

Spanish 300. Explication of Texts

An introduction to the methodology of the analysis of texts in prose and poetry.

Spanish 301. Introduction to Spanish Literature

An overview of Spanish literature from the *Cantar de Mio Cid* to Calderón. Prerequisite: Spanish 202 or the equivalent. (Offered fall quarter.)

Spanish 302. Introduction to Spanish Literature

An overview of Spanish literature from the ideological renewal of the 18th century to the present. (Offered winter quarter.)

Spanish 303. Introduction to Hispanic-American Literature

An overview of Hispanic-American literature from the Pre-Columbian literatures through the struggle for independence to modern times.

Spanish 304.9xx. Individualized Instruction (1–10)

Opportunity for a student to earn one to ten units of credit in mini-modularized courses numbered 304.910 to 304.920. Each one-credit packaged self-paced course is designed to aid the student in developing an understanding of an aspect of Spanish culture. Materials used include an automated slide or film-strip program with taped commentary in Spanish. The student will write, *in Spanish,* a short research paper on a selected subject. (Offered fall, winter, and spring quarters. See Class Schedule for specific topics offered.)

Spanish 305. Spanish for Communication in the Bilingual Context

An intensive course designed to prepare teachers, especially those of Anglo background, to function in a bilingual setting. Equips teachers to deal with students in non-academic contexts, in and out of the classroom, with parents, and with community agencies. "Caló" (sub-standard Spanish) is also dealt with. Not recommended for native speakers. (Does not count toward either the major or minor in Spanish.)

Spanish 311. Advanced Spanish Grammar

An intensive review of Spanish grammar. Designed especially for those planning to teach. Drills, vocabulary building, proficiency in the written and spoken language.

Spanish 320. Hispanic-American Culture and Civilization

The development of Hispanic-American culture and civilization from its beginning to the present day. To receive credit towards the major, assignments and presentations must be in Spanish. Course given in English.

Spanish 409. Advanced Spanish Syntax

A course in written and verbal stylistics, with emphasis on Spanish syntax.

Spanish 413. Introduction to Spanish Linguistics and Contrastive Structures of Spanish and English

An analysis of the phonology, morphology, and syntax of Spanish leading to a contrastive examination of Spanish and English. The focus will be on similarities, differences, and problems of language acquisition. Practical laboratory work.

Spanish 414. Spanish Phonetics and Pronunciation

An analysis of the Spanish sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the English and Spanish languages.

Spanish 415. Art of Translation

A study of the components of Spanish grammar in view of practical translation exercises consisting of both Spanish and English texts, to be rendered fluently into the opposite language.

Spanish 416. Contemporary Hispanic-American Poetry

Aesthetic pronouncements and movements. Reading of representative poets: Vallejo, Mistral, Agustini, Storni, Ibarbourou, Neruda and the New Generation.

Spanish 419. The Contemporary Hispanic-American Novel

The works of Güiraldes, Asturias, Cortázar, García Márquez, Sábato, Vargas Llosa.

Spanish 420. Barrio Spanish

An in-depth view of the linguistic, cultural, and psychological facets of selected varieties of non-standard Spanish.

Spanish 422. Children's Literature in Spanish

An examination of children's literature written or available in Spanish. Objective of course is to emphasize predictable difficulties encountered in the use of such materials in a bilingual teaching situation.

Spanish 423. Problems of Linguistic Interference in Reading in Spanish

Exploration of the relationships and differences between writing and speech, including laboratory observation, diagnosis and treatment of reading difficulties arising from faulty aural comprehension.

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

A survey and examination of the music, arts, literature, folklore, customs, institutions, and technology, past and present of Mexico and Chicano/Mexican-Americans. Course given in English.

Spanish 425. Chicano Literature

Textual reading and examination of Chicano literature, to include poetry, short story, novel, and theatre.

Spanish 477. Selected Topics in Spanish (1–5)

Studies in Spanish language or literature. Examples of topics dealt with are:

History of the Spanish Language
Cervantes: Don Quijote
Spanish Literature of the Golden Age

May be repeated for different course content.

Spanish 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Spanish 490. Senior Seminar in Spanish (6)

Consideration of the nature of the discipline. Integration of knowledge and experience acquired within the student's major area. Prerequisite: Senior standing and consent of the instructor. (Offered spring quarter.)

Spanish 495. Workshop in Mexican-American Literature

A workshop designed to make Spanish speakers aware of their language, history, and cultural heritage. Analysis, discussion, and laboratory work dealing with the problems associated with writing about and by the Mexican-American in the United States.

Spanish 499. Individual Study (1–5)

Admission with consent of department chair.

SPECIAL COURSES

Foreign Language 280. Independent Study (1–5)

Designed to meet the needs of students wishing to do work in classical and other languages not formally offered by CSB. Study under guidance of a professor. May be taken at successive levels until proficiency is attained.

Foreign Language 380. Independent Study (1–5)

Designed to meet the needs of students who have some competency in a foreign language and who need supervision on an upper division level to enable them to utilize this competency in their studies. Study may be on an individual basis under the guidance of an instructor. May be taken on successive levels.

Humanities 395. Continental Literature in Translation

(For course description, see listing under "Interdisciplinary Courses," p. 95.)

HEALTH SCIENCES DEPARTMENT

Chair: B. P. Yearout
Faculty: R. Nemergut, S. K. Roberts, E. P. Smith

The Bachelor of Science degree in Health Sciences is designed to provide baccalaureate-level training and education in several of the allied health professions. There is a strong clinical element together with a scientific background, all within the liberal arts and sciences focus of the college.

California State College, Bakersfield has the first accredited, integrated, Medical Technology program offered by a state college in California. This means that a student can, at the end of four years, acquire both the Bachelor of Science degree and the clinical training necessary to seek state licensure and national certification in Medical Technology. The program is accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association. The clinical program is offered at affiliated clinical laboratories approved by the State of California Department of Health. Medical Technology is an allied health profession concerned with performance of laboratory procedures used in diagnosis of disease, treatment of patients, and maintenance of health. Medical Technologists perform a wide variety of laboratory tests in such areas as microbiology, hematology, blood banking, and chemistry.

Admission Policies

Admission to the Medical Technology major is contingent upon admission to the college. However, admission to the college and to the major do not constitute admission to the clinical year in Medical Technology. Because approved clinical facilities for use in the Medical Technology program are limited, it is necessary to limit the number of students accepted into the clinical year of the program. Supplementary criteria will be applied in order to screen applicants for admission to the clinical year. Full details are available upon request from the office of admissions or from the department.

Applications for admission must be received by November 30 of the year preceding expected entry to the clinical year of the program. The Medical Technology Admissions Committee will notify the applicant of its decision, in writing, during the following winter quarter. In order to retain admission status, students must communicate their intention to the committee, in writing, within 15 days following notification of admission. Admission status assumes continued eligibility under supplementary and basic admission standards.

Transportation

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

Malpractice Insurance

Malpractice insurance prior to enrollment in Medical Technology 151, 152, and all clinical upper division Medical Technology courses is required. Information may be obtained by contacting the Program Director.

Uniforms

Uniforms or laboratory coats are required for entrance to Medical Technology 151, 152, and 400 level Medical Technology courses.

Academic Regulations

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

permission to repeat the class. Such a grade will still count in computing the overall grade point average. Clinical courses may be repeated only once.

REQUIREMENTS FOR THE MAJOR IN HEALTH SCIENCES

CONCENTRATION IN MEDICAL TECHNOLOGY

Sixteen courses in Medical Technology as follows:

A. MT 151, 152

B. MT 251, 252

Note: The above courses may be taken concurrently by those transfer students unable to complete them prior to the junior year.

C. Pre-Clinical year: MT 301, 302, 306, 413

D. Clinical year: MT 401, 402, 404, 406, 408, 410, 450 and 490

Five quarter units in Health Sciences

Cognate areas:

1. Five courses in Chemistry, including 313 and excluding 100, 150, and 306. (Recommended: 201, 202, 203, 313, and one selected from 311, 312, 321, and 412)
2. Five courses in Biology, including 311, and excluding 100, 110, 250, and 254. (Recommended: 201, 202, 311, 354, and one course selected from 302, 304, and 351)
3. Physics 211
4. Two courses in Mathematics: 109 or 110, and 140

COURSES

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

Lower Division Core Courses

Health Sciences 100. Perspectives in the Allied Health Sciences

Examination of the health professions from historical and current viewpoints. Analysis of the influences of medical science and technology, social, political, economic, and religious forces on the development of paramedical practice and education. Two lectures, two discussions, and three hours' field experience.

Health Sciences 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division Core Courses

Health Sciences 320. Current Health Problems (2)

A study of selected factors pertaining to current public health problems, with emphasis on the physiological and sociological effects of the use of tobacco and the abuse of alcohol, narcotics, and drugs.

Health Sciences 330. Environmental Sanitation

This course emphasizes principles which form the basis of environmental health and engineering practice. It comprises the fields of water supply and treatment of municipal and industrial wastes. The principles which underlie other aspects of environmental control are studied, including the interrelationships between environmental health engineering practice and other related environmental control fields such as milk sanitation, insect and rodent control, housing, and air pollution control.

Health Sciences 410. Epidemiology

Principles of the treatment of epidemic diseases are presented with illustrations of their application, particularly in the field of human infectious diseases. Emphasis placed on the relationships and equilibria of host, agent, and environmental factors, with illustrative problems. Prerequisite: Math 140 or equivalent.

IN ST 420. Demography

(For course description, see listing under "Interdisciplinary Courses," p. 97.)

Health Sciences 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Health Sciences 496. Internship in Health Sciences (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. If substituted for 480, ten units may be used for major department credit. Units in excess may be used for upper division elective credit.

MEDICAL TECHNOLOGY

Lower Division Courses

Med T 151. Clinical Laboratory I (1)

Demonstration, discussion, and practice in venipuncture technique, including precautions, safety, patient identification and isolation technique. Offered on a credit, no-credit basis. One three-hour laboratory.

Med T 152. Clinical Laboratory II (1)

Advanced venipuncture technique, including the difficult venipuncture, special techniques with children and infants. Offered on a credit, no-credit basis. One three-hour laboratory. Prerequisite: Med T 151.

Med T 251. Clinical Laboratory III (1)

(Urinalysis I) Physiology of urine formation. Relationship of abnormalities to renal and other disease. Physical characteristics, chemical tests, and microscopic examination utilized in laboratory. One three-hour laboratory.

Med T 252. Clinical Laboratory IV (2)

Basic immunology. Detection and characterization of antigens and antibodies. Serological reactions. One lecture and one three-hour laboratory.

Pre-Clinical Year

Med T 301. Hematology I

Study of formed elements of human blood: their formation, maturation, function, laboratory procedures used in enumeration and identification, and blood dyscrasias. Study of the hemostasic mechanism and alteration in disease states; analysis of coagulation factors. Three lecture-discussions, two three-hour laboratories. Prerequisites: Biol 202, Chem 203.

Med T 302. Introduction to Immunohematology

Theory and technique of detecting red cell antigens and antibodies. Genetics of red cell antigens. Prenatal and compatibility testing. Hemolytic disease of the newborn. Rh immune globulin. Cause and investigation of transfusion reactions. Three lecture-discussions, two three-hour laboratories. Prerequisite: Med T 252.

Med T 306. Clinical Chemistry I

Clinical chemistry with emphasis on quantitation of body constituents of normal and abnormal metabolism. Methodology evaluation and comparison. Quality control. Three lecture-discussions, two three-hour laboratories. Prerequisite or concurrent: Chemistry 313.

Med T 413. Medical Microbiology

Studies of pathogenic plants and animals in relation to man and his environment; investigation and presentation in such areas as diagnostic biochemistry, bacteriology, parasitology,

immunology, epidemiology, virology, and mycology. Three lecture-discussions, two three-hour laboratories.

Clinical Year

Prerequisite to all subsequent courses:

Completion of a minimum of 135 quarter units, including all cognate and major courses, prior to the clinical year. Students must have completed these requirements to apply for and secure approval by the State of California Department of Health as a Clinical Laboratory Technologist Trainee.

Med T 401. Clinical Microbiology I

Normal flora and human pathogens. Structure and function of microorganisms. Control and therapeutic agents. The inflammatory process and the immune response. Two lecture-discussions, three three-hour laboratories.

Med T 402. Hematology II

Applied hematology procedures, with emphasis on understanding of theory and application. Performance of hematology procedures, including familiarity with automated instruments and special techniques. One lecture-discussion, four three-hour laboratories.

Med T 404.001. Immunohematology (3)

Applied immunohematology; quality control; solving compatibility problems; donor selection and phlebotomy; component therapy. Three three-hour laboratories.

Med T 404.002. Clinical Parasitology (2)

Medical parasitology, including life cycles. Emphasis on identification of parasites in clinical specimens. Two three-hour laboratories.

Med T 406. Clinical Microbiology II

Experience with isolation and identification of microorganisms in clinical specimens. To include bacteriology, mycology, and virology. One lecture-discussion, four three-hour laboratories.

Med T 408. Nuclear Medicine, Advanced Instrumentation, Special Chemistry

Radioisotopes and radioimmune assay used in the clinical laboratory. Study of component parts, maintenance, and operation of laboratory instruments. Special chemistry procedures. Two lecture-discussions, three three-hour laboratories.

Med T 410. Clinical Laboratory Procedures and Instrumentation

Physics and mathematics concepts applied to the clinical laboratory, including those associated with pH, concentration of solutions, chemical reactions, buffers, quality control, and spectrophotometric procedure calculations. Electrical, mechanical, and optical principles of clinical laboratory instruments. One lecture-discussion, four three-hour laboratories.

Med T 450.001. Clinical Chemistry II (8)

Applied clinical chemistry. Multiphasic screening. To include blood gases, electrolytes, acid-base balance, liver function tests, special procedures. Two lecture-discussions, six three-hour laboratories.

Med T 450.002. Urinalysis II (1)

Experience with performance of procedures and recognition of formed elements of urine to extend understanding of theory of urinalysis and renal function. One three-hour laboratory.

Med T 450.003. Serology II (1)

Serological test reactions. Relationship to stages of disease. To include syphilis serology, infectious mononucleosis, antistreptolysin titer, and febrile agglutination. Principles and methods. One three-hour laboratory.

Med T 477. Special Topics in Medical Technology (1–5)

Topics and prerequisites to be announced.

Med T 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interests. Prerequisite: Major in Medical Technology.

HISTORY DEPARTMENT

Chair: R. H. Dolkart
Faculty: D. F. Buttrick, H. C. Chaney (on leave 1978–79), J. H. George, H. F. Graham, J. Harrie, J. Matray, P. M. Rice, O. A. Rink, G. Stanley, F. G. Wood

The undergraduate curriculum in History consists of courses divided into four interlocking but distinct parts. History 101 is designed to allow the student to experience what history is, how it works, and its value relationship to the contemporary world.

History courses 200–299 are developmental courses designed for History majors, for students who wish to satisfy another five hours of their general education requirements in history, and for students interested in the subject matter for other reasons. History courses numbered 300–399 are courses primarily for students with at least junior standing but are open to sophomore students also. Courses numbered 400–499 are courses on the junior and senior level which may give graduate credit for graduate students. They may be conducted in an interdisciplinary way with the cooperation and help of the appropriate department. History 499 may be taken only with the consent of the department chair. History 490, Senior Seminar, may be taken only by senior majors.

Successful completion of either History 231 or History 352 will count toward the satisfaction of both American History and United States Constitution as required by the State of California American Institutions requirement which is outlined on page 62 of this catalog. Courses which satisfy both the American History and the California State and Local Government requirements are History 356, 370, and 371. Courses which satisfy only the American History requirement are History 232, 355, 357, 358, 368, 436, 440, 445, 446, 450, 455, 456, 461, 464, 465, 466, and 468.

Examination Procedure Statement

While the Department of History strongly advises all students to meet the history portion of the American Institutions Requirement through classroom experience, alternative methods are offered to those who need to fulfill the requirement by challenge examination. A student who intends to challenge the requirement by examination must apply to the Department of History during the first three weeks of the quarter. A student who waits until the senior year to challenge the history requirement may jeopardize graduating on schedule. The form of examination is determined in consultation with the American Institutions advisor. Among the choices are the following:

1. SOCRATES Objective Examination (computerized test of pertinent material from American history)
2. Essay examination prepared and evaluated by the American Institutions advisor in the Department of History
3. An alternative examination agreed upon after consultation between the student and the American Institutions advisor

REQUIREMENTS FOR THE MAJOR

The minimum requirements for a Bachelor of Arts degree in History are:

A. Satisfactory completion of two lower division courses, one of which must be History 202, 204, or the equivalent
B. Seven upper division courses: In addition to Senior Seminar, History 490, students will distribute course work to include three in United States History, two in European History, and one in Latin-American History.
C. The satisfactory completion of one of the three options listed below:
   1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
   2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
   3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin-American Studies, Women's Studies, and Speech and Theatre

REQUIREMENTS FOR THE MINOR

The minimum requirements for a History minor are: four courses totaling 20 quarter units; three of these courses must be upper division.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in History has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that the Examination Waiver for both History and Social Sciences has been approved for a CSB graduate in History. To qualify for the Examination Waiver in History, a student must take at least one course in each of the areas of American History, European History, and Non-Western World History.

MASTER OF ARTS IN HISTORY

Admission to the Program

Persons seeking an M.A. in History must first apply to the Office of Admissions and Records for general admission. Upon acceptance by the **college** students will be considered as **unclassified** graduate students until they are classified by the Graduate Committee of the History Department. Acceptance by the **college** does not constitute acceptance in an M.A. program. Students must notify the History Department of their intention to pursue an M.A. degree to ensure the assignment of a graduate advisor. The graduate advisor will ordinarily represent the same field of history as the student's area of emphasis. It is the responsibility of the students to familiarize themselves with the requirements and timetable of the M.A. program. Carelessness in planning can easily delay students' progress. Students should work closely with their advisor in selecting and scheduling courses.

Unclassified Standing

Unclassified standing is automatically accorded a person who possesses an earned baccalaureate degree or its equivalent from an accredited institution.

Classified Standing

Classified standing is accorded when students have satisfied the following criteria:

1. Possession of an earned baccalaureate degree or its equivalent from an accredited college or university; good standing at and eligibility to return to the institution last attended.
2. Completion of an undergraduate history major or its equivalent.
3. Presentation of an overall 3.0 grade point average for the last 90 quarter units (60 semester units) of their undergraduate study and a 3.25 grade point average in all upper division and graduate history courses taken prior to the application for classified standing.
4. Completion, after the baccalaureate degree has been conferred, of no fewer than 15 quarter units, 10 of which must be graduate level, acceptable to the Graduate Committee. No more than 25 quarter units of post-baccalaureate credit taken prior to classification may be applied to the 45–50 total unit requirement for the M.A. degree.
5. Submission to the Graduate Committee of an application for classification, available from the department office, for an M.A. program. Students will then, in consultation with their graduate advisor, submit to the Graduate Committee an M.A. study program.

Degree Programs

There are two plans for the M.A. in History. The Thesis Plan, which lends itself to research and independent study, is designed primarily for students who expect to continue advanced study at a university. The Comprehensive Examination Plan is best suited for those who want a broad, rather than specialized, background in history and who do not ordinarily plan to pursue a higher degree. It is intended primarily for teachers of history at the secondary and junior college levels. The areas of emphasis are American History, European History, and Latin-American History.

1. The Thesis Plan candidate must complete History 501; complete a graduate major area concentration (25 quarter units); complete 10 quarter units of upper division or graduate level elective courses in history or complementary fields; and complete a research thesis

(History 697).

2. The Comprehensive Examination Plan candidate must complete History 501; complete a graduate major area concentration (15 quarter units); complete 25 quarter units of upper division or graduate level elective courses in history or complementary fields; complete 1–5 quarter units of independent study (History 698) in preparation for the comprehensive examinations; forward two graduate seminar papers to the examination committee as evidence of research and writing competence; and pass two examinations: a written examination in the area of major emphasis, and an oral examination.

Limitations and Other Requirements

1. No grade lower than a C may be counted toward the M.A. in History.
2. Credit/No-Credit courses may not be used.
3. Students who have attained **classified** status may not pursue the M.A. degree piecemeal. They are required to register for course work each quarter. Students who have only their comprehensive examinations or thesis to complete may enroll in History 697 or 698 to maintain residency. Students may apply for a formal leave of absence if extenuating circumstances prevent them from continuing residency.
4. M.A. candidates have five years from their date of their classification to complete all the requirements for the degree. They may request an extension if there are extenuating circumstances.
5. Not less than 25 quarter units shall be in courses organized primarily for graduate students (courses numbered 500 and above). (TITLE 5, Sec. 40504)
6. Throughout the course of study, a student must maintain a 3.25 history grade point average and a 3.0 overall grade point average.

COURSES

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

Lower Division

History 101. Introduction to History (formerly titled Case Studies in the Historical Method)

This course is designed to accomplish three related objectives: to study ways in which historians come to their conclusions and present them; to investigate the claim that history is capable of providing an accurate evaluation of the past; and to show how such work can affect the views of reality held by individuals, groups, nations and civilizations.

As the means of accomplishing these objectives, each section of the course utilizes a selected topic or time period as a case study. The relationship of history to the problems of the contemporary world is taken fully into account.

History 202. The Rise of Western Culture I

This course examines the cultural, political, social, economic, and intellectual development of European civilization from its origins in the ancient Mediterranean world to the age of Europe's world-wide expansion, with the aim of understanding western civilization's current problems and values. Readings in the literature and audio-visual explorations of the arts of western civilization supplement the lectures.

History 204. The Rise of Western Culture II

The cultural, political, social, economic, and intellectual development of European civilization from the age of European expansion to the contemporary period.

History 206. The Rise of the Modern World

Such themes as Imperialism, Colonialism, Third World Reaction, Change and Challenge are examined by utilizing central themes such as: Man in Society; Theories of State; The Technological Explosion; Economic Typologies; and The Clash of Civilizational Values.

History 225. The Outcast in History

An examination of the various roles the outcast has played in the course of history. Rejected by society as witch, criminal, madman, or scapegoat, admired as hero and often self-exiled, the outcast will be studied through works of fiction and film.

History 231. Survey of American History to 1865

The colonial foundations; political, economic, social and cultural developments in the emerging United States; the early agrarian republic, the Civil War.

History 232. Survey of American History Since 1865

Reconstruction; problems of an increasingly urban and industrialized society; the United States in World Affairs.

History 277. Lower Division Special Topics

Group investigation of a specific era or topic with individual research work, papers, and/or examinations as the instructor may require; consultation with instructor necessary prior to registration. May be repeated for different course content.

History 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division

History 301. Greece

Developments in Greek Civilization from early times to the reign of Justinian.

History 302. Rome

The rise, decline and fall of Roman power from the Italian Expansion to the Successor States.

History 303. Medieval Europe, 500–1100

European social, intellectual, economic and political development from the fall of Rome to the Twelfth Century.

History 304. Medieval Europe, 1100 to Renaissance

European social, intellectual, economic, and political development during the High Middle Ages.

History 305. The Renaissance

Major figures and movements of the Renaissance.

History 306. The Reformation (formerly titled Revolution in Christendom)

The origins, course, and consequences of the Protestant Revolt examined within the context of sixteenth-century society. The course focuses upon major figures, forces, and ideas of the age: Luther, Calvin, Loyola; European expansion, the commercial revolution, the religious wars; divine right, toleration, skepticism.

History 307. The Triumph of Science and Reason

Major ideas, figures, and influence of the scientific revolution and the enlightenment. The course traces intellectual and social changes which prepared for and accompanied the development of modern science. Emphasis upon the scientific view as a catalyst for intellectual, political and social change from the Renaissance to the French Revolution.

History 308. Europe 1815–1914

Political, social, economic and cultural development of Continental Europe from the Congress of Vienna to the outbreak of World War I.

History 309. Europe Since 1914

The European nations in two World Wars, use and character of totalitarian movements, social and economic development, new intellectual currents, revolt of Asia and Africa against European dominance.

History 310. Modern France

Political, social, and cultural development of France from the Revolutionary era to the present.

History 311. Modern Germany

An examination of the social, cultural, and political background to the failure of democracy and the rise of Fascism in Nineteenth and Twentieth Century Germany.

History 312. Spain

The Spanish nation from the Reconquest to the Civil War, with emphasis on its cultural history.

History 315. England, 1485–1783

Political, economic, social and constitutional development of the British Isles from Tudor era to the end of the American Revolution.

History 316. England, 1783 to the Present

Political, economic, social and constitutional development of modern Britain; the role of Britain in modern European history.

History 320. Medieval Russia

From earliest times to Peter the Great.

History 321. Tsarist Russia

From Peter the Great to the Revolution.

History 322. Soviet Russia

Domestic affairs and international relations, 1917 to the present.

History 340. Reform and Revolution in Latin America

Introduction to Latin-American history, with emphasis on the historical and environmental factors conditioning political, social, and economic change in the Twentieth Century.

History 344. Ancient Mexico

The development of Pre-Hispanic civilizations in Mexico from the Olmec to the Aztec.

History 345. Colonial Mexico

The historical evolution of Mexico from Pre-Columbian times through the coming of the Spaniards and the Colonial Period to the War of Independence.

History 346. Modern Mexico

The political, economic, social, and cultural development of the peoples of Mexico in the Nineteenth and Twentieth Centuries.

History 351. Colonial America, 1600–1750

Beginnings of English colonization, Puritanism and the southern slave system. Political, social, and economic development of the Colonies to 1750.

History 352. Revolutionary America, 1750–1789

Mercantilism and imperial politics. Background and theory of the American Revolution. Politics under the Confederation and origins of the Federal Constitution.

History 355. Early National Period, 1789–1828

Origins of political parties and a national political life. Economic, social, and foreign policy problems in the first four decades of the new Republic.

History 356. The Civil War Era, 1828–1877

The age of Jackson; Manifest Destiny; the Old South; the Civil War; Reconstruction.

History 357. Emergence of Industrial America, 1877–1920

Development of a complex modern society and the resultant domestic and international tensions.

History 358. Modern America, 1920 to Present

American society during depression, prosperity, and world responsibility.

History 368. The American Indian

An historical analysis of the Native American experience with special reference to Red-White contact and conflict and the impact of white society on Indian civilization.

History 370. Early California

An analytical investigation of major problems in California history: the Digger Indian and the Noble Savage; "civilization" and the mission system; secularization; the Bear Flag revolt; race, politics, and the Civil War; the anti-Chinese movement; railroad rule in government; Populism and the politics of discontent.

History 371. Modern California

An analytical investigation of major problems in California history: Progressives, reformers, and reactionaries; the status of agricultural labor; the depression and migration; the rise of Richard Nixon; the hippie movement; contemporary student rebellion; the organization of agricultural labor.

History 373. Kern County History

Study of Kern County history for its own sake and as a microcosm of Western United States history. Field work.

IN ST 373. Business in American Life

(For course description, see listing under "Interdisciplinary Courses", p. 97.)

Humanities 374. History of Christian Thought I

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Humanities 375. History of Christian Thought II

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Humanities 376. Philosophy of History

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Humanities 378. History of Israel: Ancient

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

History 427. The Era of the French Revolution and Napoleon

An analysis of the nature and significance of the Revolutionary and Napoleonic periods and of their impact on the history of France and modern Europe.

History 433. Hitler's Germany

An analysis of German society and politics between the two world wars. Topics considered are the failure of democracy, the Nazi rise to power, Nazi social and cultural values, preparation for war, and the character of leadership.

History 435. The Latin-American Mind

Intellectual and cultural evolution of the Americas. Special emphasis given to the novel as a social document.

History 436. Inter-American Relations

The evolution of the concept of an American Hemisphere and the role of the United States in Latin America.

History 437. The Afro-Creole Caribbean

The development of Black culture in the West Indies and its relation to European colonization from 1500 to the present.

History 440. Growth and Decline of an American Empire

An examination of the American world role from the United States' invasion of Latin America in the 1890s to the Vietnamese War of the 1960s.

History 445. The American West

An analytical investigation of major problems in western history: the Turner thesis; the red-white conflict and Indian removal; the War of 1812; the Mexican War; the myth and reality of the mountain man, the Alamo, the yeoman farmer.

History 450. Economic History of the United States

The history of the economic development of the United States and its impact on social and political institutions.

History 451. History of the Middle Class in America

A search attempting to define the American middle class; its composite nature, life styles, standards, values, and goals as these have been created, satisfied, and thwarted since the beginning of the present century. Students explore middle class history through class discussions based on historical and literary readings.

History 452. History of Social Elites in America (formerly titled Rich America)

A study of the life-styles, values, and power of the upper class in the Nineteenth and Twentieth centuries.

History 453. History of the City

The evolution of urban communities.

History 454. History of American Leisure

A general history of leisure in the several American social eras since the Civil War. That Americans demand ever shorter working hours as well as higher pay suggests the enormous value of leisure time. This course not only explores the ways in which we fill our leisure hours but examines the relationships between our leisure pursuits and our changing social status.

History 455. The Social Fabric: A History of American Life I

American social and cultural history. An examination of the daily life and much of the diversity of American life from early settlement to the Civil War.

History 456. The Social Fabric: A History of American Life II

American social and cultural history. An examination of the daily life and much of the diversity of American life from the Civil War to the present day.

History 457. Radicals and Radicalisms of Twentieth Century America

An examination of American radicalism of both the Left and Right. Topics covered range from the "Wobblies" of the World War I period to the Birchers and Weathermen of the 1960s.

History 458. Law, Order and Violence in the American Past

An examination of causal factors relating to violence in the history of the United States, with special reference to the impact of racial issues, industrialism, and urbanization.

History 459. Crime in America

Notorious crimes and criminals and their relationship to American life from the Civil War to the present. Course covers murder, robbery, prostitution, bootlegging, extortion, and others.

History 460. American Intellectual History to 1800: Saints and Sinners

Old World Traditions in New World Conditions; development of the American character; origins of the American Mind.

History 461. Social History of American Thought, 1800 to the Present

An analysis of the changes in the predominant American values and ideas.

History 462. Women in History

A general history of women in European society from early Greece to the present, designed to add an historical perspective to the study of women. The course investigates changes in the status, social roles, and behavior of both ordinary women and those who

chose not to conform to social norms, and examines the impact upon society of Western attitudes toward women. Students of both sexes are welcome to participate.

History 463. The Family in History

An examination of the family as a form in sexual, social, economic, and political behavior in England, France, and America, 1600–1900. Topics covered include the status of women, childhood, demographic patterns, and historical forms of parenthood.

History 464. Growing Up in America

A search to define youth in Twentieth Century American culture: life styles, standards, values, and goals. An exploration of youth in America through class discussions based on historical and literary readings.

History 465. History of Black America to 1865

The history of Black Americans during the slavery era: African origins, the slave trade, slavery during the colonial and national periods, the Civil War, and emancipation.

History 466. History of Black America Since 1865

The struggle for equality since the Civil War: reconstruction, the rise of Jim Crow, Black organizations, the Harlem Renaissance, Negroes in depression and war, the civil rights and black power era.

History 467. The Chicano Experience to 1846

The Chicano in the Southwest from the foundations of Aztlan through the Mexican period, with emphasis on the cultural heritage.

History 468. The Chicano Experience Since 1846

The Chicano in the Southwest from the Anglo occupation to Cesar Chavez and the United Farm Workers movement, with emphasis on the political and socioeconomic interaction.

IN ST 472. History of Scientific Thought

(For course description, see listing under "Interdisciplinary Courses", p. 98.)

History 477. Special Topics (1–5)

Group investigation of a specific era or topic, with individual research work, papers, and/or examinations as the instructor may require. May be repeated for different course content.

History 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

History 490. Senior Seminar (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of history to student's minor field of study. Prerequisite: Senior standing.

History 499. Individual (1–5)

Admission with consent of department chair.

Graduate Courses

Note: Enrollment in graduate seminars may be at the discretion of the instructor.

History 501. Historiography

The development of history as a distinct discipline, and the themes and approaches used by historians.

History 525. Reading Seminar in European History

Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 545. Reading Seminar in Latin-American History

Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 555. Reading Seminar in American History

Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 565. Reading Seminar in Chicano History

Reading in selected topics to be announced each quarter. Special emphasis on materials suitable for prospective teachers. May be repeated if topic is different.

History 602. Research Seminar in European History

Research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 608. Research Seminar in American History

Research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 697. Master's Thesis (1–5)

May be repeated to a maximum of 5 quarter units.

History 698. Comprehensive Examination (1-5)

May be repeated to a maximum of 5 quarter units.

History 699. Individual Study (1–5)

Admission with consent of department chair.

MATHEMATICS DEPARTMENT

Chair: L. E. Taylor
Faculty: R. D. Bowser, J. W. Hardy, R. Patenaude, M. W. Rennie, K. E. Secor, M. B. Smith, R. F. Smith, L. F. Webb

Mathematics is a unique and valuable science that can be exciting, enjoyable, and rewarding. The Department of Mathematics provides a collection of mathematics courses designed to challenge and stimulate all open-minded and thoughtful students regardless of individual backgrounds or major interest areas. This is done by combining flexibility, applicability, and historicity in the design of the mathematics curriculum. Furthermore, depth of understanding and appreciation are not sacrificed to quantity; the major emphasis is upon inquiry, creativity, methods, techniques, and thought process rather than bulk of material.

The classroom goal is to discover both the importance and beauty of mathematics by combining lectures with discussions, problem solving sessions, student presentations and any other workable approaches to learning. A student is encouraged to interpret and communicate mathematically with others, to follow self-direction and in-depth study, and to investigate interrelatedness of mathematical concepts. A teacher acts as a resource person, stresses the spirit and point of view of mathematics, and provides for feedback of the relative value of classroom activities.

Upon completion of any mathematics course, students are better equipped to be participants in a highly technological, scientifically complex environment. From a subjective point of view, they should have an improved grasp of the art and beauty of rational reasoning and discourse both as an observer and a participant. From an objective point of view, they should have acquired new skills which, alone or in combination with others, will enhance both an understanding of and performance in the scientific world.

With the completion of a mathematics major, a student will, depending upon the choice of upper division courses, either be prepared to pursue a career in the mathematical sciences or to embark upon a course of graduate study leading to an advanced degree. Specific concentrations that may be selected are: applied mathematics, computer mathematics, theoretical mathematics, and the teaching of mathematics. The applied and computer emphasis includes courses in differential equations, numerical analysis, machine language, and systems programming. The theoretical studies for graduate school preparation include advanced algebra, real and complex analysis. For the option of a teaching career, the student will be well prepared by courses including geometry, algebra, probability and statistics; by contacts with the teaching faculty; and by experience gained through student presentations in discussion and laboratory periods.

REQUIREMENTS FOR THE MAJOR

The Bachelor of Science degree in Mathematics requires at least twelve courses in Mathematics, including the following (or equivalent):

A. Mathematics 201, 202, 203, 204, and 210
B. Mathematics 300, and either 339 or 340
C. One additional 300-level course
D. Mathematics 490. Senior Seminar
E. Three additional upper division courses, not to include 477

Cognate areas:

Competency, including one upper division course, approved by the department, in a related discipline

REQUIREMENTS FOR THE MINOR

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

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Mathematics has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Mathematics has been approved for a CSB graduate in Mathematics.

COURSES

NOTE: Each course carries five quarter units of credit and meets for two lectures, two discussions, and one three-hour laboratory unless otherwise designated. The mathematics placement test or, in some cases, an appropriate prerequisite course is required for registration in any lower division mathematics course or in Mathematics 320.

Lower Division

Mathematics 100. Perspectives in Mathematics

Introduction to the mathematical mode of reasoning and approaching problems; specific content varies according to the interests of the instructor and students. This is not a skills course. Students seeking to improve basic mathematical skills should enroll in Math 102, 104, or 105. Prerequisite: High school algebra and geometry or permission of instructor.

Mathematics 102. Mathematical Inference and Scientific Method

Problem solving using time-shared computer terminals; insights into statistical thinking, logical thinking, mathematical inference. Prerequisite: One of the following: one year of high school algebra; level B placement test score; Math 104. (Satisfies one half of the Basic Subjects requirement in general education.)

Mathematics 104. Elementary Algebra

Operations with fractions and signed numbers; ratio and percentage; prime factorization; polynomials; proportion; linear equations; word problems. Except with permission of the department chair this course is not open for credit to students who have successfully completed one year of high school algebra or its equivalent.

Mathematics 105. Intermediate Algebra

Systems of linear equations; inequalities; quadratic equations; complex numbers; laws of exponents; applied problems. Prerequisite: One of the following: one year of high school algebra or its equivalent; level B placement test score; Math 104. Except with permission of the department chair this course is not open for students who have successfully completed two years of high school algebra or its equivalent.

Mathematics 106. Elementary Functions

Polynomial and rational functions; exponential, logarithmic, and trigonometric functions, with emphasis on their relationships and graphs. Prerequisite: One of the following: two years of high school algebra and one year of high school geometry; level D placement test score; Math 105.

Mathematics 109. Introduction to Computer Programming (2)

Techniques of solution of problems on computers using the BASIC language. One lecture and one two-hour laboratory. Prerequisite: One of the following: one year of high school algebra; level B placement test score; Math 104.

Mathematics 110. FORTRAN Programming (2)

Techniques and applications of FORTRAN programming. One lecture and one two-hour laboratory. May not be used for credit toward General Education requirements. Prerequisite: One of the following: Math 109; level C placement test score; Math 105. Credit cannot be earned for both 110 and 210.

Mathematics 120. Applied College Mathematics

Modern mathematical concepts, techniques, and applications. Functions, matrix algebra, basic concepts of differential calculus and introduction to integral calculus. Two lectures, two discussions, and one three-hour laboratory. Prerequisite: One of the following: two

years of high school algebra; level C placement test score; Math 105.

Mathematics 140. Elementary Statistics

Description of sample data; elementary probability; mean and standard deviation; binomial, normal and Student's "t" distributions; basic concepts of sampling and estimation; tests of hypotheses, linear correlation and regression; applications to business and natural and behavioral sciences. Prerequisite: One of the following: two years of high school algebra; level C placement test score; Math 105.

Mathematics 201. Calculus I

Introduction to differential and integral calculus of elementary functions with associated analytic geometry. Prerequisite: Math 106 or the equivalent and level E placement test score.

Mathematics 202. Calculus II

Techniques and applications of one-variable calculus with associated theoretical foundations. Elementary ordinary differential equations. Prerequisite: Math 201.

Mathematics 203. Calculus III

Topics in differential and integral calculus including infinite series and power series; linear algebra; systems of linear equations, vector spaces, matrices, determinants. Prerequisite: Math 202.

Mathematics 204. Calculus IV

Topics in differential and integral calculus; introduction to multivariable calculus including techniques and applications with associated theoretical concepts. Prerequisite: Math 203.

Mathematics 210. Introduction to Computer Science

Basic principles of computer programming; data representation; brief history of computing; main components of the computer and their function; the components of the operating system; extensive treatment of the standard FORTRAN Language. Prerequisite: One of the following: two years of high school algebra and/or geometry; level C placement test score; Math 105. Credit cannot be earned for both Math 110 and 210.

Mathematics 211. COBOL Programming (2)

Techniques and applications of COBOL programming. One lecture and one two-hour laboratory. May not be used for credit towards general education requirements. Prerequisite: Math 110 or 210.

Mathematics 277. Contemporary Topics in Mathematics

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced.

Mathematics 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division

Mathematics 300. Methods of Problem Solving in Mathematics

An investigation of methods of reasoning in mathematics: logic; naive set theory; mathematical induction; use of axioms to explore abstract systems. This course heavily relies on student participation in the solution of problems. It is recommended that students have at least a course in calculus prior to enrolling in Mathematics 300.

Mathematics 302. Ordinary Differential Equations

Existence and nature of solutions of ordinary differential equations; solution methods; systems; applications. Prerequisite: Math 203.

Mathematics 303. Introduction to Analysis

Development of a rigorous foundation for topology and abstract analysis; open and closed sets; sequences and series; countability; continuity. Prerequisite: Math 203. Math 300 is strongly recommended.

Mathematics 305. Numerical Analysis

Numerical solution of non-linear equations; linear systems of equations; estimation of characteristics roots; quadrature; curve fitting; interpolation; numerical solution of ordinary differential equations; basic concepts of numerical error; error propagation. Prerequisites: Math 210 and 302.

Mathematics 310. Assembly Language

Computer architecture and machine language; symbolic coding and assembly systems; digital representation of data; program segmentation and linkage; computer systems organization; systems and utilities programs; addressing techniques; extensive treatment and use of an assembly language. Architecture of local computer. Prerequisite: Mathematics 210.

Mathematics 311. Advanced Programming and Data Structures

Generalized data management systems, data structures, symbol tables, searching techniques; sorting; laboratory problems in several languages; experience in microprogramming. Prerequisite: Math 210 or consent of instructor.

Mathematics 320. Mathematics for Elementary School Teachers I

Principles of arithmetic for elementary school teachers; logical thinking, sets and operations, basic concepts of the system of: whole numbers, integers, rational numbers, real numbers, problem solving. This course may not be used for Mathematics major or minor requirements. Prerequisite: One of the following: one year of high school algebra or equivalent; level B placement test score; Math 104.

Mathematics 321. Mathematics for Elementary School Teachers II

Topics selected from the following: Real numbers; nonmetric geometry; properties of points, lines, planes, curves, space, angles, polyhedra; relations in geometry—congruence, similarity, parallels and perpendiculars; concepts related to measure; basic concepts of analytic geometry; probability and statistics—collecting and presenting data, measures of central tendency and dispersion, computation of probabilities, sample spaces, distributions. This course may not be used for Mathematics major or minor requirements. Prerequisite: Math 320 or permission of instructor.

Mathematics 330. Linear Algebra

Systems of linear equations, matrices, vector spaces, dimensions, determinants, linear transformations, eigenvalues and eigenvectors. Prerequisite: Math 203. Math 300 is strongly recommended.

Mathematics 331. Algebraic Structures

Mappings, relations, binary operations; groups; rings; integral domains and fields. Prerequisite: Math 203. Math 300 is strongly recommended.

Mathematics 339. Intermediate Statistics

Concepts of testing hypotheses; analysis of variance, one way and two way; linear regression and correlation, non-parametric methods; Chi-square test, sign test, Mann-Whitney U test, rank order correlation coefficients. Applications to business and natural and behavioral sciences. Prerequisite: Math 140 or permission of the instructor.

Mathematics 340. Probability Theory

Axiomatic probability, random variables, density and distribution functions, common probability distributions, conditional probability, moment generating functions, convolutions of random variables, central limit theorem. Prerequisite: Math 203. Math 300 is strongly recommended.

Mathematics 341. Mathematical Statistics

Sampling distributions, sample means and variance, estimation of parameters, confidence intervals, tests of hypotheses, method of least squares (regression and correlation analysis), analysis of variance. Prerequisite: Math 340.

Mathematics 409. Computer Architecture

Design parameters of memories, central processors, and I/O devices, contrasting major design implementations. Laboratory work with logical circuits. Prerequisite: Math 310.

Mathematics 420. Foundations of Geometry

Axiomatic approach to Euclidean geometry; distance, congruence, similarity, separation betweenness, inequalities, parallel postulate coordinate systems, constructions, area, length, and volume; introduction to non-Euclidean geometries. Prerequisite: Math 203. Math 300 is strongly recommended.

Mathematics 430. Number Theory

Elementary theory of the natural numbers, including prime numbers and divisibility; congruences; number-theoretic functions and selected topics. Prerequisite: Math 203 or consent of the instructor. Math 300 is strongly recommended.

Mathematics 460. Theory of Computability

Turing and other machines. Recursive function theory, computability and complexity classification; relative uncomputability. Godel's unsolvability results. Prerequisite: Math 300 or consent of instructor.

Mathematics 477. Special Topics in Mathematics (1–5)

Topics and prerequisites to be announced. May be repeated for different topics.

Mathematics 480. Research Participation

Individual study, under supervision, in mathematical investigation. May be repeated. Prerequisite: Consent of instructor.

Mathematics 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Mathematics 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Prerequisite: Major or minor in Mathematics; Math 300.

Mathematics 496. Internship in Mathematics (1–5)

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. If substituted for 480, ten units may be used for major department credit. Units in excess may be used for upper division elective credit.

Graduate Courses

Mathematics 577. Advanced Topics in Mathematics (3)

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Mathematics.

Mathematics 580. Advanced Research Participation (3)

Individual mathematical investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

NURSING DEPARTMENT

Chair: N. L. Cook
Faculty: J. M. Adams, K. L. Fleming, J. M. Juhasz, P. Leapley, B. J. Spry, S. H. Wallace, J. Widger, R. R. Wobbe

There are two Nursing programs:

Plan A: This plan will be terminated in June, 1980. Students were admitted to this program for the last time in the fall quarter 1978.

Plan B: Nursing courses in this curriculum begin in the fall quarter 1979. This plan is for fall 1978 freshmen who applied for admission to the Nursing program for fall 1979, and junior or other students who were not admitted to the Nursing major in the fall of 1978.

The Department of Nursing offers a baccalaureate program built upon a foundation of science and liberal education which prepares graduates as professional nursing practitioners for positions in hospitals, homes and community agencies. All graduates from this program are recommended for certification as public health nurses in the State of California. This program also prepares students for entrance into graduate programs in Nursing. The program is accredited by the California Board of Nursing and the National League for Nursing.

The Nursing curriculum is organized according to a developmental continuum to study health and health problems that occur during man's life cycle. Emphasis is placed on the nursing process as a systematic method of assisting individuals and families attain, regain, and maintain general system stability. Nursing intervention with clients is based on the use of this nursing process.

BACCALAUREATE PROGRAM OBJECTIVES

The program objectives are to prepare students for graduation who:

1. Value the dignity and worth of man.
2. Create an environment in which the patient and the family can achieve their maximum level of adaptation.
3. Are technically proficient and competent in the science and art of nursing.
4. Use problem solving skills, critical thinking, independent judgment, and continual evaluation as a means to determine nursing activities.
5. Are capable of utilizing social, psychological, and physical data in delivering health care for the levels of maintenance, promotion, prevention, cure, and rehabilitation.
6. Intervene as the patient's and/or family's advocate.
7. Utilize and modify the role and functions of the professional nurse as necessary in the health care systems.
8. Are capable of adapting their professional role and functions to meet the needs of a changing society and its health care.
9. Utilize their professional judgment and skills to collaborate with other health professionals in the delivery of health care.
10. Demonstrate beginning-level skills in nursing leadership and management.
11. Possess the potential to function on multidisciplinary health teams in varied settings.
12. Have a life-long commitment to continued learning, skills of self-directed learning, and the foundation for graduate study.

In summary, the professional baccalaureate program in nursing is based on the belief that the graduate is a liberally educated, self-directed person who has beginning level of competency in delivering nursing care and is a responsible citizen.

ADMISSION POLICIES

Applicants shall comply with the admission policies and procedures of the college. Admission to the Nursing major is contingent upon admission to the college. However, admission to the college does not constitute admission to the Nursing major.

Because the number of applicants to Nursing exceeds the number that can be accepted, supplementary criteria will be applied in order to screen applicants for admission to the major and establish a priority admission list for each class. Full details concerning the supplementary criteria are available upon request from the Office of Admissions.

Applications for a given class must be received prior to November 30 of the year preceding expected entry to the Nursing major. The Admissions and Review Committee of the Department of Nursing will notify the applicant of its decision, in writing, by May 31 in the following spring quarter. Applicants who receive notification of admission must confirm within 30 days, in writing to the Admissions and Review Committee their intent regarding admission to ensure admission status. Eligibility for admission to the program is not based on race, creed, religion, or sex.

ADMISSION WITH ADVANCED STANDING

Students wishing to transfer from another college or university may apply for admission with advanced standing. Applicants who are registered nurses must be graduates of an accredited college or hospital school of nursing.

Registered nurse applicants for admission to advanced undergraduate standing should request their school of nursing to send two copies of the school of nursing record to the Office of Admissions as part of the admission procedure.

Registered nurses may petition to receive credit by challenge examination for courses in the Nursing major (except Nursing 211, 490, and 496. For details see catalog description of Credit by Examination procedure.) Interested students should contact the Nursing Department Office.

MEDICAL CORPSMEN

Veterans who have had experience as medical corpsmen in the service and who wish to become registered nurses are encouraged to apply for admission. Credit may be given for previous experience, knowledge, and skills on the basis of challenge examinations. (For details see catalog description of Credit by Examination procedure.)

MINORITY STUDENTS

The Department of Nursing encourages the enrollment of minority students to its program. Those students who may have academic and/or financial deficits are encouraged to contact the chairman of the Department of Nursing. Special arrangements can be made to offset these deficits.

HANDICAPPED STUDENTS

A physical handicap or chronic illness will not of itself bar a student from admission to the Nursing program if the student is capable of meeting the course requirements applicable to all students. Minor adjustments of schedule or assignments consistent with the needs of the individual student may be made by the Nursing faculty.

GENERAL INFORMATION

Malpractice Insurance: Malpractice insurance must be obtained prior to registration for nursing courses. Insurance can be obtained through the Foundation Accounting Office Administration Building, Room 105.

UNIFORMS

Uniforms: Uniforms are required for entrance to Nursing 212. Students are advised to contact the Department of Nursing for information on where the uniforms can be obtained.

TRANSPORTATION

Transportation: Students are required to have a valid California Driver's License and to provide their own transportation to clinical and other field areas. Students in clinical courses involving community experiences must have access to a car.

Health Requirements: Health clearance requirements must be completed and reported to the Student Health Center prior to registration for nursing courses each year. The health clearance is to be done by a physician of the student's choice, at the student's expense. The chair of the Department of Nursing must be notified of all chronic or contagious conditions

which limit the student's ability to give nursing care. Following a student's illness, the Department of Nursing may request health certification by a physician.

FINANCIAL AIDS

Nursing Student Loan and Scholarship Program. The loan program provides up to $2,500 annually, based upon need, to full-time undergraduate students enrolled in Nursing curricula. Loans are repayable over a ten-year period which begins nine months after completion of the program, or when a student otherwise ceases to pursue the full-time course of study. Loan is interest-free while the student is enrolled in the program, and under federal law certain cancellation procedures are available to students who received this program.

The scholarship program provides up to $2,000 during the academic year, is based upon need, and is given to undergraduate students enrolled in the Nursing major. Interested students should contact the financial aids office.

Special Scholarships. Various organizations make money available to student nurses in need of financial assistance. These scholarships are normally used to defray the expenses of books, uniforms, and student fees. Interested students should complete an application form at the Financial Aids Office.

ACADEMIC REGULATIONS

The grade of "C" in nursing as well as cognate courses is the minimal grade acceptable for progression into subsequent nursing courses. Students who fail to achieve at least a "C" in a nursing or cognate course may repeat the course once. Students who fail to achieve at least a "C" in a nursing or cognate course a second time are ineligible to remain in the Nursing major. If a course is satisfactorily completed, the prior unsatisfactory grade will no longer bar a student from continuing in the Nursing program although it will still be counted in computing the overall grade point average.

Students who must drop out of the Nursing program for academic reasons or for personal reasons must petition the Admissions Committee of the Department of Nursing for readmission to the program. Forms for petitioning to be readmitted to the Nursing program may be obtained from the department, and must be submitted to the Admissions Committee of the Department of Nursing one quarter prior to desired readmission.

ABSENTEE POLICY

Students will be allowed only two days of excused absence in clinical courses. Any days missed in excess of two will be unexcused and must be made up during the quarter by arrangement with the instructor. An absence may be excused by the instructor for illness or attendance at special meetings. Unexcused absences from clinical instruction which are not made up during the quarter may result in a grade of Incomplete, in which case the student may complete the course after the quarter ends only if the faculty, facility, and time are available. An unexcused absence consists of time missed without first notifying the instructor. All unexcused absences must be made up or they will result in failure of the course. (See Department of Nursing Student Handbook for further policies.)

PLAN A (See p. 165)

REQUIREMENTS FOR THE MAJOR

The Bachelor of Science degree in Nursing requires twelve courses taken sequentially:

Nursing 311, 312
Nursing 313, 314
Nursing 315, 316
Nursing 401, 402
Nursing 403, 404
Nursing 490
Nursing 410 or 496

Cognate Areas:

1. Biology 202*, 250*, 311*, 352*, 370

* Cognate courses or their equivalents which must be completed, with a grade of "C" or better, prior to entrance into the Nursing major.

2. Chemistry 150*, 203*
3. Mathematics 140
4. Physics 150
5. Psychology 100*, 310
6. English 100*, 110*
7. A course in Sociology
8. Nursing 337 (Pharmacology)

* Cognate courses or their equivalents which must be completed, with a grade of "C" or better, prior to entrance into the Nursing major.

Recommended courses:
1. Mathematics 210

COURSES

NOTE: The following courses are offered for the last time during the 1978–79 academic year. Each course carries five quarter units of credit unless otherwise designated.

Nursing 401. Health Problems of Adults Through Senescence, Part I

This course focuses on major health problems experienced in contemporary society and emphasizes the maintenance of behavioral system stability. The content includes health assessment and promotion, prevention of illness, therapeutic and rehabilitative care. Four lectures, one discussion. Prerequisites: Nursing 315, Nursing 316; corequisite: Nursing 402. Non-majors must receive permission of instructor. (Offered fall quarter only.)

Nursing 402. Health Care of Adults, Part I

Clinical experience using the nursing process in the care of adult clients in acute care settings. Concepts related to behavioral system stability and continuity of care are included. Fifteen hours clinical practice. Prerequisites: Nursing 315, Nursing 316; corequisite: Nursing 401. (Offered fall quarter only.)

Nursing 403. Health Problems of Adults Through Senescence, Part II

Major health problems of the older adult are examined in relation to the impact of illness and social and economic forces on behavioral system stability in this group. Special focus is on maintenance, promotion, prevention, curative and rehabilitative activities in the delivery of nursing care. Concepts of community health, mental health, and ambulatory care services are incorporated. Three lectures, one discussion and one three-hour laboratory. Prerequisites: Nursing 401, Nursing 402; corequisite: Nursing 404. Non-majors must receive permission of instructor. (Offered winter quarter only.)

Nursing 404. Health Care of Adults, Part II

Clinical experience utilizing the nursing process in various community health care agencies, including five weeks in a public health agency and mental health agencies. Concepts related to behavioral system stability and continuity of care are continued from Part I. Fifteen hours clinical laboratory. Prerequisites: Nursing 401, Nursing 402; corequisite: Nursing 403. (Offered winter quarter only.)

Nursing 410. Supervised Advanced Practicum in Nursing

Clinical area of student's choice in accord with availability of faculty and clinical areas. An in-depth supervised practicum in nursing care to include multiple patient assignments and leadership experiences. Use of skill laboratory, multi-media laboratory and clinical areas in the community. Fifteen hours of clinical practice. Prerequisites: Nursing 403, 404. (Offered spring quarter only.)

IN ST 415. Infant Stimulation and Development

(For course description, see listing under "Interdisciplinary Courses", p. 97.)

Nursing 490. Senior Seminar

Exploration and analysis of scientific and technologic advances as they affect health care in contemporary society. Theories and concepts of management and research are studied as they relate to nursing and the delivery of health care. Presentation and discussion by faculty and students. Three lectures, two discussions. Prerequisites: Nursing 403, 404 and Math 140. Nursing majors only. (Offered spring quarter only.)

Nursing 496. Selected Advanced Practicum in Nursing

Clinical area of student's choice in accord with availability of faculty and clinical areas. An in-depth supervised practicum in nursing care to include multiple patient assignments and leadership experiences. Use of skills laboratory, multi-media laboratory and clinical areas in the community. Fifteen hours of clinical practice. Prerequisite: Nursing 403, 404. (Offered spring quarter only.)

Nursing 499. Independent Study (1–5)

Individual projects, such as directed reading, for students qualified to carry on independent work. Prerequisite: Permission of instructor. (Open to Nursing majors only.)

PLAN B **(See p. 165)**

REQUIREMENTS FOR THE MAJOR FOR STUDENTS ENTERING THE NURSING COURSES IN THE FALL OF 1979

The Bachelor of Science degree in Nursing requires fourteen courses in Nursing, taken sequentially:

Nursing 211, 212
Nursing 213, 214
Nursing 315, 316
Nursing 319, 320
Nursing 321, 322
Nursing 411, 412
Nursing 490, 496

Nursing 100 (Recommended for Nursing students who wish to apply for R.N. license by examination at the end of the third year of Nursing.)

Required Cognate Courses:

1. English: * Nine quarter units which include principles of verbal, written, and group communication. This requirement must be met by taking English 110, plus one of the following courses: English 108, 209, or 376 or Behavioral Science 311.
2. One course in Sociology * or Anthropology.* Recommended courses: Sociology 100, Anthropology 100, Behavioral Science 101 or 318
3. Biology 250 *, 254 *, 311, 354, and 370
4. Chemistry 150 *, 203 *
5. Physics 150
6. Psychology 100 *, 310
7. Nursing 337 (Pharmacology)
8. Mathematics 140
9. Behavioral Science 382

* Cognate courses or their equivalents which must be completed, with a grade of "C" or better, prior to entrance into the Nursing major.

NOTE: Students who have completed all of the cognate requirements, with the exception of Mathematics 140, and all Nursing courses through Nursing 321 and 322, *including Nursing 100,* are eligible to sit for the California State Board of Nursing Licensure Examination.

Recommended Elective Courses:

Anthropology 381. Medical Anthropology
Behavioral Science 312. Social Psychology
Mathematics 210. Introduction to Computer Science
Philosophy 360. Death
Psychology 315. Abnormal Psychology
Psychology 401. Biofeedback
Sociology 327. Race and Ethnic Relations
Sociology 367. The Sociology of Health, Illness, and Medical Care
Village 104. Human Sexuality

COURSES

NOTE: Each course carries five quarter units unless otherwise designated.

Nursing 100. Perspectives in Nursing and Health

Examination of nursing as a health profession from historical and current viewpoints. Analysis of the influences of medical science and technology and of cultural, social, political, economic, and religious forces on the development of nursing practice and education. Examination of the roles of other health professionals, various views of the recipient of health care, the concept of health, and methods of providing health care. Beginning principles of management are also considered. Two lectures, one discussion, and two three-hour laboratory experiences.

Nursing 211. Concepts and Principles Basic to Professional Nursing Health Needs of People

Systems theory is used in the analysis and integration of knowledge about man, development, family, community, health, illness, life, and death. These concepts provide a focus for examining the health care desired by the client and the nature of health care being provided. Philosophies and models of nursing are explored which lead to delineation of the goal of nursing. This goal is identified as assisting the client to attain and maintain behavioral system stability. A systematic method of achieving this goal through the nursing process is studied. Emphasis is given to the communication process as an important tool for self-awareness, as well as data collection, nursing treatment, and nurse-client relationships. Three lectures, one discussion, one three-hour communication skills laboratory. Prerequisites: Biology 354, Physics 150. Prerequisite or corequisite: Biology 311. Corequisite: Nursing 212. (Offered winter quarter only.)

Nursing 212. Principles and Skills in the Practice of Nursing

Basic principles and skills of nursing care are presented and clinical applications made to the patient situation. Students are given the opportunity to practice nursing skills in a simulated laboratory setting before using them in the clinical setting. Skills studied are related to: infection control, physical assessment, personal hygiene, body mechanics, introduction to pharmacology and the administration of medications, nutrition and elimination, fluids and electrolytes, cardio-pulmonary resuscitation, oxygen therapy, treatment of trauma, and tissue healing. Fifteen hours clinical practice. Prerequisites: Biology 354, Physics 150. Prerequisite or corequisite: Biology 311. Nursing majors, corequisite: Nursing 211. (Offered winter quarter only. Open to Nursing majors only.)

Nursing 213. Health Problems from Conception Through Infancy

Consideration of principles and concepts in health assessment, promotion, and maintenance (including health teaching) of pregnant families and infants to eighteen months. Behavioral system stability during this period is studied, with emphasis on preventative and therapeutic aspects of nursing care. Concepts of human sexuality, paternal-maternal-infant bonding, family system stability, attachment, pain, altered body image and child-abuse problems and prevention are studied. Four lectures, one discussion. Prerequisites: Nursing 211 and 212 and Psychology 310. Prerequisites or corequisites: Biology 370 and Nursing 337. Corequisite: Nursing 214. Non-majors must receive permission of instructor. (Offered spring quarter only.)

Nursing 214. Nursing Care of Families from Conception Through Infancy

Clinical experience in the application of nursing care principles and concepts in the care of pregnant families, newborn infants, and infants through eighteen months, in hospitals, clinics, and at home. Emphasis on adequate assessment as part of the nursing process. Fifteen hours clinical practice. Prerequisites: Nursing 211 and 212 and Psychology 310. Prerequisites or corequisites: Biology 370 and Nursing 337. Corequisite: Nursing 213. (Offered spring quarter only. Open to Nursing majors only.)

Nursing 315. Health Problems of Children and Adolescents

Major health problems interfering with processes of assimilation and accommodation in children are studied in relation to promoting behavioral system stability. Sensory, motor, cognitive, and affiliative concepts are utilized to understand system stability. Health assessment and promotion; prevention of illness; therapeutic and rehabilitative care. Four lectures, one discussion. Prerequisites: Nursing 213 and 214. Corequisite: Nursing 316.

Non-majors must receive permission of instructor. (Offered fall quarter only.)

Nursing 316. Nursing Care of Children and Adolescents

Study and implementation of principles and concepts in nursing, with incorporation of skills and knowledge applicable in many different types of nursing situations involving nursing needs of children, adolescents, and their families. Emphasis on use of the nursing process to reach a nursing diagnosis and identify nursing treatment. Fifteen hours clinical practice. Prerequisites: Nursing 213 and 214. Corequisite: Nursing 315. (Offered fall quarter only. Open to Nursing majors only.)

Nursing 319. Health Problems of Adults Through Senescence, Part I

This course focuses on the prevention and treatment of health problems of adults in acute care and community health settings. (Medical-surgical and psychiatric health problems are considered.) Young adult and middle-aged clients are studied in relation to behavioral and bio-psycho-social system stability as a means to provide sound nursing interventions. Basic to the theoretical knowledge presented is the conceptual framework which includes the behavioral systems and general systems models. Principles and concepts from the natural and behavioral sciences are applied in the nursing process. Four lectures, one discussion. Prerequisites: Nursing 315 and 316. Prerequisite or corequisite: Behavioral Science 382. Corequisite: Nursing 320. Non-majors must receive permission of the instructor. (Offered winter quarter only.)

Nursing 320. Nursing Care of Adults, Part I

Clinical experiences implementing the nursing process in the care of adults with medical, surgical, and psycho-social health problems. Emphasis is placed on nursing interventions directed towards promotion of behavioral and bio-psycho-social system stability and evaluating the results of the interventions. Prerequisites: Nursing 315 and 316. Prerequisite or corequisite: Behavioral Science 382. Corequisite: Nursing 319. Fifteen hours clinical experience per week in assigned hospitals, mental health or community health agencies. (Offered winter quarter only. Open to Nursing majors only.)

Nursing 321. Health Problems of Adults Through Senescence, Part II

Major health problems of the older adult are examined in relation to the impact of social and economic forces upon behavioral system stability in this group. Special focus on maintenance, promotion, prevention, curative and rehabilitative activities in the delivery of nursing care. Concepts of community health, mental health, and ambulatory care services are incorporated. Four lectures, one discussion. Prerequisites: Nursing 319, 320; corequisite: Nursing 322. Non-majors must receive permission of instructor. (Offered spring quarter only.)

Nursing 322. Nursing Care of Adults, Part II

Clinical experience utilizing the nursing process in hospital and community settings, including mental health care agencies. Application of nursing management skills and community-mental health concepts. Fifteen hours clinical laboratory. Prerequisites: Nursing 319 and 320. Corequisite: Nursing 321. (Offered spring quarter only. Open to Nursing majors only.)

Nursing 337. Pharmacology (3)

Presentation of major therapeutic medications by class, source, metabolic actions, interactions, and side effects to provide the student with a basis for understanding and evaluating the individual's reaction to pharmacologic agents. Three lectures. Prerequisite: For Nursing majors, Chemistry 203, Biology 311, Biology 352; for others, permission of the instructor. (Offered spring quarter only.)

Nursing 411. Mental Health and Community Nursing

Comprehensive study of theory, concept, and research related to mental and community health problems. Study concerns the health of population groups on all levels, i.e., local, state, national, and international; the organization and delivery of community health services; and the roles of health professionals and community members in the promotion of optimal wellness for all people. Implementation of the principles is made in Nursing 412. Two lectures, two discussions, one three-hour laboratory. Prerequisites: Nursing 321,

Nursing 322; corequisite: Mathematics 140, Nursing 412. (Offered fall quarter only.)

Nursing 412. Practicum in Mental Health and Community Nursing

Focuses on the application of the nursing process in complex situations which involve individuals, families, and groups experiencing health problems of short-term, long-term and/or permanent nature. Emphasis is on further development of clinical expertise in selected aspects of mental health and community nursing to people of all ages. Guided clinical laboratory experiences designed to develop mastery of advanced skills. Fifteen hours of clinical practice. Prerequisites: Nursing 321, Nursing 322; corequisite: Mathematics 140, Nursing 411. (Offered fall quarter only. Open to Nursing majors only.)

IN ST 415. Infant Stimulation and Development

(For course description, see listing under "Interdisciplinary Courses", p. 97.)

Nursing 490. Senior Seminar

Exploration and analysis of scientific and technological advances as they affect health care in contemporary society. Theories and concepts of management and research are studied as they relate to nursing and the delivery of health care. Presentation and discussion by faculty and students. Three lectures, two discussions. Prerequisite: Senior status in Nursing. (Offered winter quarter only.)

Nursing 496. Selected Advanced Practicum in Nursing

An in-depth selected practicum to include application of research methodology and the nursing process in the management of patient care, with faculty guidance. Use of a variety of settings in the community. Fifteen hours clinical laboratory. Prerequisite: Senior status in Nursing, Nursing 490. (Offered spring quarter only.)

Nursing 499. Independent Study (1–5)

Individual projects, such as directed reading, for students qualified to carry on independent work. Prerequisite: Permission of instructor. (Open to Nursing majors only.)

EXTERNAL DEGREE PROGRAM IN NURSING

Senior-year courses will be offered for the last time in San Luis Obispo in the 1979–80 academic year. The external degree program in San Luis Obispo will terminate in June, 1980. There are no admissions to the program.

PHILOSOPHY/RELIGIOUS STUDIES DEPARTMENT

Chair: C. W. Kegley
Faculty: L. S. Betty, B. W. Jones, J. A. Kegley, G. E. Kessler, N. K. Prigge, D. L. Rouse

The Department of Philosophy/Religious Studies offers a major and minor in Philosophy and a concentration and minor in Religious Studies. Courses offered by the department may also fulfill general education or graduation requirements.

PHILOSOPHY

The unexamined life is not worth living.
—Socrates

The program in Philosophy is designed to satisfy the interests of students who aspire to be mature, responsible, and self-aware persons. The courses offered by this department seek to cultivate the critical and creative thinking which is one of the prerequisites of all educated persons. The College as a whole shows its commitment to this aim by including Logic—the art of critical thinking—in the Basic Subjects requirement. A carefully designed set of courses in the upper division affords the student an opportunity to master the major areas of philosophy, namely, those concerned with values, theories of knowledge, and metaphysics. This program prepares the student for graduate work in philosophy and for a career in the major professions.

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY

The minimum requirements for a Bachelor of Arts degree in Philosophy are:

A. Nine upper division courses in the department, including:
   1. Philosophy 302 and 303.
   2. One course from *each* of the following groups:

      Group A
      Philosophy 331. Aesthetics
      Philosophy 332. Ethics
      IN ST 333. Political Philosophy and Thought

      Group B
      Philosophy 340. Metaphysics
      Philosophy 341. Dimensions of Self and Mind
      Philosophy/Religious Studies 342. Philosophy of Religion

      Group C
      Philosophy 351. Theories of Knowledge
      IN ST 353. Philosophy of Science
   3. Three additional courses in Philosophy or Religious Studies.
   4. Philosophy/Religious Studies 490. Senior Seminar

B. The satisfactory completion of one of the three options listed below:
   1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
   2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
   3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Speech and Theatre

REQUIREMENTS FOR THE MINOR IN PHILOSOPHY

Four courses, totaling twenty quarter units, at least three of which must be upper division.

PHILOSOPHY COURSES

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

Lower Division

Philosophy 51. Fundamental Problem-Solving

A course designed to develop skills in analyzing statements, the relations among statements, class relations, and elementary problem-solving. Open by special permission to students whose previous records or test scores indicate that they will benefit from special work prior to or concurrent with enrolling in Philosophy 102. Course may be repeated. Offered only on a credit, no-credit basis. Does not count toward graduation.

Philosophy 101. Introduction to Philosophy

What philosophy is and does, as disclosed by examining selections from classical, modern, and contemporary philosophers. Subjects typically studied include the fundamental nature of man and of the universe; the existence of God; personal immortality; knowledge, logic, and truth; and ethical, political, and aesthetic values.

Philosophy 102. Logic

A study of the fundamentals of valid reasoning, both in philosophy and in discourse generally. Subjects studied include the basic concepts of logic, fallacies, classical and modern deductive reasoning, induction and scientific method. This course satisfies one half of the Basic Subjects portion of the college's general education requirement.

Philosophy/Religious Studies 201. Ethics (formerly titled Moral Questions in a Changing Society)

A critical study of representative philosophical and religious ethical systems. Stress is placed on an analysis of urgent moral issues of our time, issues such as violence, capital punishment, just war, suicide and elective death, sexual ethics, abortion, and human transplantations.

Philosophy 289. Experiential Learning (1-5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division

Philosophy 302. History of Western Philosophy I

A study of the development of Western philosophy from its Greek origins to the end of the Middle Ages, with emphasis on Plato and Aristotle.

Philosophy 303. History of Western Philosophy II

A study of the development of Western philosophy from the Renaissance to the end of the Eighteenth Century. The course concentrates on Continental Rationalism, British Empiricism, and the philosophy of Kant.

Philosophy 304. Nineteenth Century Philosophy

A study of Nineteenth Century philosophers such as Hegel, Schopenhauer, Kierkegaard, Marx, and Nietzsche.

Philosophy 305. Twentieth Century Philosophy

A study of such themes as philosophical truth and methodology, the dilemma of ethics and metaphysics, the transcendence of self, and the recovery of being, as treated by contemporary philosophies such as pragmatism, logical positivism, language analysis, phenomenology, and existentialism.

Philosophy 310. Existentialism

The various types of existentialist philosophies are examined in the writings of Nineteenth Century existentialists such as Kierkegaard and Nietzsche, and of present-day exponents such as Heidegger, Jaspers, Sartre, Camus, Marcel, and Tillich.

Philosophy 331. Aesthetics

An examination of the main problems of aesthetic creation, contemplation, and criticism, including an analysis of aesthetic experience and of the work of art.

Philosophy 332. Ethical Theory (formerly titled Ethics)

An analysis of the meaning and function of crucial ethical concepts such as good and evil, right and wrong, freedom, choice, responsibility, intention and consequence, and an examination of the possible grounds on which ethical judgments may be rationally justified.

IN ST 333. Political Philosophy and Thought

(For course description, see listing under "Interdisciplinary Courses", p. 97.)

Philosophy 334. Law and Morality: Rights and Responsibilities

The course wrestles with such questions as: What is law and how is law related to morality? Can morality be enforced by law? How may the rights of a citizen be justified? How are rights related to responsibilities?

Stress is laid upon the application of basic concepts of law to specific practical problems: civil disobedience, juvenile delinquency, the rights of legal offenders, the death penalty, obscenity and pornography, and the like.

Philosophy 335. Philosophy of Law

An analysis of selected major philosophies of law, centering around such questions as: What *is* law? What is a legal system? How are laws justified? The relation of law to religion, ethics, and sociology examined.

Philosophy 340. Metaphysics

A critical examination of classical metaphysical positions such as materialism, idealism, realism, and naturalism, coupled with a study of methods and problems in contemporary metaphysical thinking.

Philosophy 341. Dimensions of Self and Mind

A critical analysis of various concepts of self, mind, and person. Subjects typically studied include the relation of mind and body, personal immortality, the nature of self-knowledge, and the relation between the self and moral values.

Philosophy/Religious Studies 342. Philosophy of Religion

An examination of the following issues: the nature of religion and of religious experiences; various conceptions of God; evidence for the existence of God including the classical arguments; faith and its relationship to knowledge; the problem of evil; meaning and the logical status of religious language; the possibility and nature of personal immortality.

Philosophy/Religious Studies 343. Eastern Philosophy

A study of some sample philosophical traditions of the East, particularly of India and China. For India, the various schools of Vedanta and the philosophies of such moderns as Aurobindo and Radhakrishnan, and, for China, the Confucian, Taoist, and neo-Confucian schools may be treated. Attention given to the oft-noted contrasts between Indian and Chinese philosophy and between Oriental and Western philosophy. Also offered as Religious Studies/Philosophy 343.

Philosophy 350. Symbolic Logic

Introduction to propositional, predicate, and class calculi. Identity, definite descriptions, number, formalization, and related concepts may be studied. Prerequisite: Philosophy 102 or consent of instructor.

Philosophy 351. Theories of Knowledge

A critical analysis of various kinds of knowledge claims—religious, aesthetic, and ethical as well as scientific and mathematical—and of various theories of meaning, truth, and verification.

IN ST 353. Philosophy of Science

(For course description, see listing under "Interdisciplinary Courses", p. 97.)

Philosophy/Religious Studies 360. The Meaning of Death

A study of various attitudes toward death and dying, as reflected in philosophy, in various religious traditions, in literature, in attitudes toward suicide, in the care of the aged and dying. The course examines the way attitudes towards death affect styles of living.

Philosophy 361. Philosophies of Life

A critical examination of representative philosophies primarily concerned with the ultimate aims of human existence, these being construed variously as wisdom, subjectivity, power, pleasure, self-realization, worship of or union with God, the community of man, and love.

Humanities 363. Philosophy and Religion in Literature

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Humanities 376. Philosophy of History

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Philosophy 377. Special Studies in Philosophy

Topics to be offered will be announced prior to registration. May be repeated for different course content.

Humanities 420. Social History of Ideas I

(For course description, see listing under "Interdisciplinary Courses", p. 96.)

Humanities 422. Social History of Ideas II

(For course description, see listing under "Interdisciplinary Courses", p. 96.)

Philosophy 477. Special Studies in Philosophy (1–5)

Topics to be offered will be announced prior to registration. May be repeated for different course content.

Philosophy 489. Experiential Learning (1-5)

Credit for prior work experience. Interested students should contact the department office.

Philosophy/Religious Studies 490. Senior Seminar (6)

Consideration of the nature of philosophy and of religious studies and of various subjects relevant to them. Prerequisite: Senior standing.

Philosophy 499. Individual Study (1–5)

Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of department chair.

RELIGIOUS STUDIES

The program in Religious Studies is designed to meet the interests of students who live in a pluralistic society and wish to study the role played by religions in the life and culture of men. The program includes courses of three general types: those which study religious issues from a philosophical point of view; those which explore the history and literature of particular religions, for example, Judaism, Christianity, Islam, Hinduism, and Buddhism; and those which examine, from a social scientific point of view the nature and function of religion, for example, psychology and sociology of religion. The courses of all three types are analytical, critical, and sympathetic, but in no case dogmatic or sectarian.

REQUIREMENTS FOR THE CONCENTRATION IN RELIGIOUS STUDIES

A. A minimum of nine courses, including:
   1. Religious Studies 220 (or an upper division course in Western religions)
      Religious Studies 221 (or an upper division course in Eastern religions)

2. One course from *each* of the following groups:

Group A (History and Literature of Religion)
Religious Studies 301. Hebrew Bible
Religious Studies 302. New Testament
Religious Studies 345. Religions of India
Religious Studies 348. Religions of China and Japan
Humanities 378. History of Israel: Ancient

Group B (Social Scientific Study of Religion)
IN ST 311. Psychology of Religion
IN ST 313. Sociology of Religion
IN ST 319. Primitive Religions
Religious Studies 361. Mythology and Symbolism in Religion

Group C (Philosophical and Religious Thought)
Philosophy 302. History of Western Philosophy I
Philosophy 303. History of Western Philosophy II
Philosophy 332. Ethics
Philosophy/Religious Studies 342. Philosophy of Religion
Philosophy/Religious Studies 343. Eastern Philosophy
Humanities 374. History of Christian Thought I
Humanities 375. History of Christian Thought II
Religious Studies 380. Contemporary Religious Thought

3. Three upper division courses in Philosophy or Religious Studies, with the approval of the advisor.
4. Philosophy/Religious Studies 490. Senior Seminar

B. The satisfactory completion of one of the three options listed under B of the "Requirements for the Major in Philosophy."

REQUIREMENTS FOR THE MINOR IN RELIGIOUS STUDIES

Four courses, totaling twenty quarter units, at least two of which must be upper division.

RELIGIOUS STUDIES COURSES

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

Lower Division

Religious Studies 101. Introduction to Religion: The Religious Quest

A study of the meaning of religion and what it is to be religious. Religious experience, the nature of ultimate reality, salvation, and the expression of religion in myth, ritual, and ethics are some of the topics which are studied. Others are God, mysticism, faith, sin, immortality, reincarnation, worship, meditation, and the like. Specific religious traditions, primitive and modern, Eastern and Western, provide examples for the study of these topics.

Religious Studies/Philosophy 201. Ethics (formerly titled Moral Questions in a Changing Society)

A critical study of representative philosophical and religous ethical systems. Stress is placed on an analysis of urgent moral issues of our time, issues such as violence, capital punishment, just war, suicide and elective death, sexual ethics, abortion, and human transplantations.

Religious Studies 220. Christianity, Judaism, and Islam

A study of the history and literature of three Western religions: Judaism, Islam, and Christianity. The scriptures of each religion are examined, and an analysis is conducted of their main beliefs, moral stance, and the cultural patterns they have created.

Religious Studies 221. Eastern Religions

A study of Hinduism, Buddhism, Confucianism, and Taoism. These traditions are studied in relation both to their native settings and their present day expressions in America. A field trip to Los Angeles is normally a feature of the course.

Religious Studies 289. Experiential Learning (1-5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division

Religious Studies 301. Hebrew Bible (Old Testament)

A study of the religion of ancient Israel as it appears in her scripture, commonly known as the Old Testament. Several forms of Biblical literature are examined, such as poetic, narrative, prophetic, historical, legal, wisdom, and apocalyptic. Various scholarly methods of interpretation are examined.

Religious Studies 302. New Testament

The history, literature, and religion of early Christianity considered against the background of the Greco-Roman world and culture. The gospels and epistles of the New Testament are analyzed and discussed.

IN ST 311. Psychology of Religion

(For course description, see listing under "Interdisciplinary Courses", p. 96.)

IN ST 313. Sociology of Religion

(For course description, see listing under "Interdisciplinary Courses", p. 96.)

IN ST 319. Anthropology of Religion

(For course description, see listing under "Interdisciplinary Courses", 96.)

Religious Studies/Philosophy 342. Philosophy of Religion

An examination of the following issues: the nature of religion and of religious experiences; various conceptions of God; evidence for the existence of God including the classical arguments; faith and its relationship to knowledge; the problem of evil; meaning and the logical status of religious language; the possibility and nature of personal immortality.

Religious Studies/Philosophy 343. Eastern Philosophy

A study of some sample philosophical traditions of the East, particularly of India and China. For India, the various schools of Vedanta and the philosophies of such moderns as Aurobindo and Radhakrishnan, and, for China, the Confucian, Taoist, and neo-Confucian schools may be treated. Attention is given to the oft-noted contrasts between Indian and Chinese philosophy and between Oriental and Western philosophy. Also offered as Philosophy-Religious Studies 343.

Religious Studies 345. The Religions of India

A study of Hinduism, the predominant religion of India; Theravada Buddhism, the predominant religion of Southeast Asia; Islam as it is found in India; Jainism and Sikhism. The beliefs, rituals, ethics, and religious art forms of India are surveyed. Hinduism's relevance to American religious life is highlighted.

Religious Studies 348. The Religions of China and Japan

A study of Confucianism, Taoism, folk religion, and Maoism as expressions of ultimate meaning and systems of salvation for the Chinese people; and of Buddhism and Shinto as similar expressions for the Japanese people. Mao Tse-tung's "Little Red Book" is explored; Zen is featured.

Religious Studies/Philosophy 360. The Meaning of Death

A study of various attitudes toward death and dying, as reflected in philosophy, in various religious traditions, in literature, in attitudes toward suicide, in the care of the aged and dying. The course examines the way attitudes towards death affect styles of living.

Religious Studies 361. Mythology and Symbolism in Religion

An exploration of the nature, function, and types of mythology and symbolism in religion. Such topics as mythology and truth, symbol and reality, and literalism versus symbolic modes of comprehension and expression are studied. Source readings are drawn from the world religions.

Religious Studies 362. The Mystical Consciousness

An exploration of mystical experience, drawing on Eastern and Western sources. The nature of the mystical experience, its chief characteristics, and its relationship to other states of consciousness, including drug-induced experiences, are studied.

Humanities 363. Philosophy and Religion in Literature

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Religious Studies 364. The Occult Tradition

This course examines the history and ideas of the occult tradition. Special attention is given to the origin and meaning of the metaphysical and religious viewpoints of the occult and why they are presently so appealing. Such topics as esoteric religion, magic, divination, paganism, Cabala, alchemy, numerology, tantra, witchcraft, tarot, and astrology are studied.

Humanities 374. History of Christian Thought I

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Humanities 375. History of Christian Thought II

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Religious Studies 377. Special Studies in Religion

Topics to be offered will be announced prior to registration. May be repeated for different course content.

Humanities 378. History of Israel: Ancient

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Religious Studies 380. Contemporary Religious Thought and Movements

An exploration of the present-day trends in religion, especially in America. Attention given to such topics as secularization, radical theology, the growing influence of Eastern religions in the West, the Jesus movement, and the rise of interest in the occult. The course seeks to examine Protestantism and Catholicism in transition and the ecumenical movement.

Religious Studies 477. Special Studies in Religion (1–5)

Topics to be offered will be announced prior to registration. May be repeated for different course content.

Religious Studies 489. Experiential Learning (1-5)

Credit for prior work experience. Interested students should contact the department office.

Religious Studies/Philosophy 490. Senior Seminar (6)

Consideration of the nature of philosophy and of religious studies and of various subjects relevant to them. Prerequisite: Senior standing.

Religious Studies 499. Individual Study (1–5)

Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of department chair.

PHYSICS/EARTH SCIENCES DEPARTMENT

Chair: D. P. Detwiler
Faculty: A. C. Greene, D. J. Jones, E. A. Laskowski, D. E. Lebsack, J. C. Manning (Program Chair, Earth Sciences), W. H. Wake

PHYSICS

The Physics program serves multiple roles in the College's educational system. Not only does it prepare students for advanced study and professional work in physics and other physical sciences such as geophysics, atmospheric physics, etc., but it also provides the necessary education in physics for students of other sciences.

In view of the highly technological nature of the society in which we live, the department also places high priority on the education of the non-science student. Physics 100, in particular, is 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 Physical Science with the Physics Option who plan to pursue careers as professional physicists are advised to take additional physics and mathematics courses. Members of the Physics faculty will be pleased to provide counseling on recommended programs to any students who may wish to pursue this major.

REQUIREMENTS FOR THE MAJOR IN PHYSICAL SCIENCES

Minimum requirements for a Bachelor of Science degree in Physical Sciences:

A. Physics 201, 202, 203
   Chemistry 201, 202, 203
   Earth Science 201, 202, 203
B. Five upper division courses, including at least one each from physics, chemistry, and earth science
C. Physics, chemistry, or earth science 480
D. Physics, chemistry, or earth science 490

Cognate area:
Math 201, 202, 210

REQUIREMENTS FOR THE MAJOR WITH A CONCENTRATION IN PHYSICS

Twelve courses, including the following or equivalent):

A. Physics 201, 202, 203 and either Chemistry 202 (or 150) and 203 or Earth Sciences 201 and 202
B. Three 300 level courses, selected from the following:
   Physics 301, 302, 303, 307, 311, 312, 313 (at least two), or
   Chemistry 301, 302, 303, 311, or
   Earth Sciences 301, 302, 306, 307
C. Two additional upper division courses selected from the above, or from the following: (at least one in Physics)
   Physics 401, 402, 403, 404
   Chemistry 404, 423

NOTE: From the combination of B and C, there must be at least two courses outside of Physics, preferably in the same field as the elected 200 level courses.

D. Physics 480
E. Physics 490

Physics 100 is recommended.

Cognate area: Mathematics 201, 202, 203, and 210 are the minimum required.

Recommended cognates: Math 204, 302

Additional courses in Mathematics will depend on the program needs of the individual student.

REQUIREMENTS FOR THE MINOR IN PHYSICAL SCIENCES

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

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Physical Science with Physics Option has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Physical Science has been approved for a CSB graduate with an *approved* major in Physical Science with an option in Physics.

COURSES

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

Lower Division

Physics 100. Perspectives in Physics

Modern physics in historical perspective; relevance of current physical concepts to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. Two lectures, two discussions, and one three-hour laboratory.

Village 117. Perspectives in Literature and Science (10)

See listing under Village courses. Credit given for both Physics 100 and English 101.

Physics 150. Introduction to Principles of Physics

Elements of mechanics, electricity, and modern physics. This course is designed to cover these selected areas of physics in a somewhat abbreviated fashion in a single term, and cannot be used as a prerequisite for other physics courses. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: Math 104 or Math 105 or Level B on Mathematics placement test.

Physics 201. Basic Principles of Newtonian Physics

Newtonian mechanics; relationships to contemporary physics; field and laboratory investigations, with emphasis on physical measurements of motion. Two lectures, one discussion, and two three-hour laboratories. Offered in both conventional and modular formats and with either calculus-based or non-calculus-based text. Prerequisite: Mathematics 106.

Physics 202. Basic Principles of Maxwellian Physics

Maxwellian electromagnetics; relationships to contemporary physics; field and laboratory investigations in electricity, electronics, magnetism, and heat. Two lectures, one discussion, and two three-hour laboratories. Offered in both conventional and modular formats and with either calculus-based or non-calculus-based text. Prerequisite: Physics 201.

Physics 203. Basic Principles of Contemporary Physics

Modern physics; principles of relativity, quantum phenomena, light, and the structure of matter. Observations and investigation related to atomic, nuclear, and molecular structure. Two lectures, one discussion, and two three-hour laboratories. Offered in both conventional and modular formats and with either calculus-based or non-calculus-based text. Prerequisite: Physics 202.

Physics 211. Biomedical Instrumentation

Underlying theory of electronic transducers, information processing equipment, and display devices utilized in current biomedical research and practice. Intended primarily to provide a theoretical basis for the understanding of the instrumentation utilized in biomedical laboratories. Three hours lecture/discussion and two three-hour laboratories.

Physics 277. Contemporary Topics in Physics

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Physics 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division Core Courses

All upper division courses meet for one lecture, one discussion and three three-hour laboratories, unless otherwise designated.

Physics 301. Concepts of Force Fields and Potential

Basic laws pertaining to fields, forces, potential, and potential energy in gravitation, electromagnetism, and fluid mechanics. Laboratory investigation and presentation. Prerequisites: Physics 203, Math 202.

Physics 302. Concepts of Oscillations and Waves

Basic laws pertaining to harmonic, damped, and forced oscillations in vibrating systems. Laboratory investigation and presentation. Prerequisites: Physics 202, Math 202.

Physics 303. Concepts of Radiation and Spectra

Basic laws pertaining to the propagation and transmission of radiation in the electromagnetic spectrum; electromagnetic theory. Laboratory investigation and presentation. Prerequisites: Physics 203, Math 202.

Physics 307. Concepts of Physical Systems

Electronics systems; development of models. Laboratory investigation and presentation. Prerequisites: Physics 202, Math 202.

Physics 310. Principles of Radioactivity (2)

The study of different types of nuclear decay, radiation, and detection. Emphasis on beta, gamma, alpha, and photon emissions; half-life, energy spectra, statistical, and range measurements. One lecture and one laboratory. Prerequisite: Chem 201 or Physics 201 or 211.

Physics 311. Concepts of Atomic and Molecular Physics

Quantum phenomena in statistical mechanics and electricity. Laboratory investigation and presentation. Prerequisites: Physics 203, Math 202.

Physics 312. Concepts of Nuclear Physics

Experimental phenomena of elementary particles in relation to nuclear models. Observation, investigation and presentation. Prerequisites: Physics 203, Math 202.

Physics 313. Concepts of Solid State Physics

Introduction to solid state structures and x-ray diffraction analysis, thermal, electronic, magnetic, optical, and defect properties of crystalline solids. Introduction to polymers and glasses. Prerequisites: Math 202, Physics 202 and either Physics 302 or 311, or Chemistry 301.

Physics 320. Radioactivity in Biophysical Applications (2)

The use of radioactive tracers to analyze biological and physical processes. Primary emphasis on liquid scintillation counting techniques used in biochemical and physiological applications. One lecture and one laboratory. Prerequisites: Biol 202 and Physics 310.

Upper Division Elective Courses

Physics 402. Statistical Physics

Macro phenomena as a result of average of micro phenomena; statistical mechanics, quantum probabilities; development of models. Five hours lecture/discussion. Prerequisites: Math 202 and either two upper division Physics courses or Chem 302. Recommended: Math 204.

Physics 404. Introduction to Quantum Mechanics

Schroediger formulation and solution of quantum mechanical problems, including the harmonic oscillator, particle in a box, the hydrogen atom, etc. Application to atoms and molecules. Prerequisites: Math 302 or Math 204, and either Physics 302 or 311, or Chem 301.

Physics 477. Special Topics in Physics (1–5)

Topics and prerequisites to be announced. May be repeated in different topics.

Physics 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Physics 496. Internship in Physics (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. If substituted for 480, ten units may be used for major department credit. Units in excess may be used for upper division elective credit.

Required Senior Courses

Physics 480. Research Participation

Individual study, under supervision, in scientific investigation. (Experience as a research assistant does not count for credit.) May include research in the areas of curriculum and materials development. May be repeated. Prerequisite: Consent of instructor.

Physics 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interest. Five discussions. Prerequisite: Major or minor in physics.

Graduate Courses

Physics 577. Advanced Topics in Physics (3)

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in physics.

Physics 580. Advanced Research Participation (3)

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

EARTH SCIENCES

The Earth Sciences consist of geology, geography, meteorology, hydrology, oceanography, and soil science. The degree offered is the B.S. in Earth Sciences, usually with an emphasis on geology, geography, or on secondary school Earth Science teaching. In addition, a concentration in Environmental Studies is offered jointly with the Departments of Biology and Economics (see p. 89).

The curriculum and courses offered in Earth Sciences stress the physical framework of the environment and its relationships to organisms and to man.

Graduates with the B.S. degree in Earth Sciences may find employment in industries involved in mineral resources exploration, and with various federal and state organizations and agencies involved with the physical environment. Some graduates are trained for secondary school science teaching in Earth Science.

REQUIREMENTS FOR THE MAJOR IN EARTH SCIENCES

The Bachelor of Science degree in Earth Sciences requires eleven courses in Earth Sciences, including the following (or equivalent):

A. Earth Sciences 201, 202, and 203
B. Three 300 level courses
C. Earth Sciences 480. Research Participation
   Earth Sciences 495. Field Course in Environmental Sciences
   Earth Sciences 490. Senior Seminar

D. Two additional upper division courses
Earth Sciences 100 is recommended.
Cognate areas: Mathematics 140 or 340 and 210.

REQUIREMENTS FOR THE MAJOR WITH A CONCENTRATION IN GEOLOGY

Twelve courses, including the following (or equivalent):

A. Earth Sciences 201, 202, and 203
B. Earth Sciences 303, 304, 305, 306, 307, 401
C. Earth Sciences 480, 490, and 495

Cognate areas: Mathematics 140 or 340 and 210.

NOTE: Some branches of geology and geography depend heavily upon mathematics and/or other sciences such as biology, chemistry, or physics. Students should discuss with their advisor their projected career plans and the possible advisability of courses in one or more of these sciences or mathematics.

REQUIREMENTS FOR THE MINOR IN EARCH SCIENCES, IN GEOGRAPHY, OR IN GEOLOGY

Although no minor is required for the B.S. degree, a minor in Earth Sciences, in Geography, or in Geology is available, consisting of 20 units, at least 10 of which must be in upper division courses.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Earth Sciences has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Physical Science has been approved for a CSB graduate with an *approved* major in Earth Sciences.

COURSES

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

Recommended Courses

A distinction is made between prerequisite and recommended courses throughout the list of course offerings. Prerequisite courses are indicated where the total subject areas are considered necessary to successfully undertake the course. Recommended courses indicate that knowledge of portions of the subject areas is necessary, but that these portions may be acquired by a student through independent study. In all cases, the courses will be offered assuming the background indicated. The student is to make the decision as to adequate preparation. In cases of doubt, consultation with the instructor is encouraged.

Lower Division

Earth Sciences 100. Perspectives in the Earth Sciences

Modern earth sciences in historical perspective; relevance of current concepts in the earth sciences to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Earth Sciences 201. Basic Principles of Geology

Evolution of the earth as a planet, with emphasis on the geology of the crust; distribution of features and materials; field and laboratory investigation of physical processes and materials. Two lectures, one discussion, and two three-hour laboratories.

Earth Sciences 202. Basic Principles of Hydrology

Evolution of the hydrologic cycle with emphasis on streams and ground water; long-term climatic effects; availability and use of water; field and laboratory investigations. Two lectures, one discussion, and two three-hour laboratories. Recommended: E.Sci. 201.

Earth Sciences 203. Basic Principles of Physical Geography

Human habitats at the interface of the solid, fluid and gaseous phases of the planet. The physical geography of environmental elements, with emphasis on interaction of the physical elements with one another, the biotic elements and human use. Field and laboratory investigations of energy-mass budget relationships and processes in spatial contexts. Two lectures, one discussion, and two three-hour laboratories. Recommended: E Sci 201, 202.

Earth Sciences 275. General Principles of Cartography (2)

Representation of the locational and spatial concepts and elements of the environment in maps and other graphics. Concepts of map design and composition. Map planning and research. Reproduction methods. History of cartography as a geodetic science in the context of changing scientific and technological capabilities and the evolving human environment. One lecture and one three-hour laboratory.

Earth Sciences 277. Contemporary Topics in the Earth Sciences

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Earth Sciences 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division Core Courses

All upper division courses meet for one lecture, one discussion and three three-hour laboratories, unless otherwise designated.

Earth Sciences 302. Concepts of Oceanography

Origin of the oceans and ocean basins; geology of the sea floor; properties and dynamics of the oceans; marine ecology. Field and laboratory investigation and presentation. Prerequisite: E Sci 201.

Earth Sciences 303. Concepts of Mineralogy

Origin and formation of minerals in the earth's crust. Laboratory and field investigation of physical (x-ray included), chemical, and optical properties of minerals and mineral deposits. Laboratory and field projects. Prerequisites: Chem 201 and E Sci 201.

Earth Sciences 304. Concepts of Sedimentation and Sedimentary Structures

Origin of the sedimentary cover on the earth's crust, with emphasis on transportation and deposition; structures in sedimentary rocks; physical and biological processes. Field and laboratory investigation and presentation. Prerequisites: E Sci 201, Math 140.

Earth Sciences 305. Concepts of Paleontology

Origin of life on the earth; interpretation of the fossil record; development and distribution of plants and animals through geologic time. Field and laboratory investigation and presentation. Prerequisites: E Sci 201; Math 140 or 340.

(NOTE: Courses in Evolution, Ecology, Biogeography, and Conservation of Biological Resources are listed under Biology.)

Earth Sciences 306. Concepts of Petrology and Petrography

Origin, formation, and classification of igneous, sedimentary, and metamorphic rocks, emphasizing field identification under low magnifications. Spatial, physicochemical, thermodynamic, and petrographic properties of natural earth materials. Field and laboratory investigation and presentation. Prerequisite: E Sci 303.

Earth Sciences 307. Concepts in Earth Structure

Reactions of the earth's crust and surface to internal stresses; folding and faulting; origins of stresses; mountain building. Field and laboratory presentation. Prerequisite: E Sci 306.

Earth Sciences 308. Geomorphology

Origin of the topography of the continents, with emphasis on the recent evolution of the present environment. Field and laboratory investigation and presentation. Prerequisite: E Sci 208; recommended: E Sci 307.

Upper Division Elective Courses

Earth Sciences 351. Concepts of Human Geography

Description, analysis and synthesis of the relationships between social and natural factors in the environment; the physical bases of cultural geography; research tools and methods in human geography; field and laboratory study using the systems approach; land utilization and human relationships. Three lectures, one discussion and one laboratory. Prerequisite: E Sci 203. Recommended: E Sci 275, Math 140.

Earth Sciences 352. Concepts of Spatial Geography

Description, analysis, and synthesis of the distribution of social and natural factors in the environment; regional case studies in areas of student interest (e.g., Latin America or Asia); development of statistical regional models. Three lectures, one discussion, and one laboratory. Prerequisite: E Sci 203. Recommended: Math 140, E Sci 275.

IN ST 354. Concepts of Political Geography

(For course description, see listing under "Interdisciplinary Courses", p. 97.)

Earth Sciences 401. History of the Earth

History of the dynamic behavior of the earth's crust, particularly as illustrated by the sedimentary record in the stratigraphic column, reflecting the interaction of the solid, liquid, and gaseous outer envelopes of the planet. Field and laboratory investigation and presentation. Prerequisites: E Sci 201; 304 or 305.

Earth Sciences 405. Historical Geography

Influence of the environmental setting on the development of economic and cultural geographic regions; relation to physical and biological provinces; development of inferential environmental models. Field and laboratory investigation and presentation. Three lectures, one discussion, and one laboratory. Prerequisite: E Sci 203. Recommended: E Sci 275, 351, or 352.

Earth Sciences 477. Special Topics in the Earth Sciences (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; economic geography; advanced environmental earth science; regional geography; soils geochemistry; hydrology; paleobiology; and paleoecology. Specific areas designated when offered, and prerequisites listed depending on the specific areas.

Earth Sciences 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Earth Sciences 496. Internship in Earth Sciences (1–5)

Students are assigned to various industries, institutions, or agencies and work under joint supervision of supervisors and the course instructor. Participation in staffing and internship conferences. Assigned readings and projects where appropriate. (Arrangements should be made one quarter in advance with the department.) Course may be repealed twice with permission of instructor and department chair. Normally a maximum of six units may be used for major department credit. If substituted for 480, ten units may be used for major department credit. Units in excess may be used for upper division elective credit.

Required Senior Courses

Earth Sciences 480. Research Participation

Individual study, under supervision, in scientific investigation. (Experience as a research assistant does not count for credit.) May include research in the areas of curriculum and materials development. May be repeated. Prerequisite: Consent of instructor.

Earth Sciences 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interest. Five discussions. Prerequisite: Major or minor in earth sciences.

Earth Sciences 495. Field Course in Earth Sciences

Fundamentals of surveying and mapping and methods of field investigation in the Earth Sciences.

Graduate Courses

Earth Sciences 577. Advanced Topics in Earth Sciences (3)

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Earth Sciences.

Earth Sciences 580. Advanced Research Participation (3)

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

POLITICAL SCIENCE DEPARTMENT

Chair: R. A Geigle
Faculty: S. E. Clark, D. R. Fetter, C. H. McCall, T. M. Watts

The Political Science Department has two principal goals. The first is to provide students, whatever their career aims, with the kinds of information they will need to function as effective citizens. The office of the citizen in a democratic system is one which demands people able to make something akin to rational choices. To make such choices, a person needs to know his own values, to know which issues need attention, to know the alternatives available, and to know the probable consequences of these alternatives. The Political Science Department, along with the other departments in the College, helps students become aware of their own values and helps them identify critical issues. This department and others in the behavioral sciences bear the major responsibility for helping students gain the kind of understanding of their political and social environment which enables them to identify possible alternatives and to predict their probable consequences. Our objective is not the production of consumers of information but of creative participants in our political life.

The second goal is to help those for whom the study of politics may be useful career preparation. Those who major or minor in political science can expect to develop an understanding of contemporary political systems and institutions, to become acquainted with the basic tools of political science, and to become increasingly aware of the relationships between this field of study and the other social sciences. Many of the courses will involve students in direct, original research. Such experiences have been shown to be valuable as preparation for lives devoted to government service, journalism, politics, community leadership, law, and teaching.

REQUIREMENTS FOR THE MAJOR

A student must demonstrate a familiarity with basic tools underlying modern social sciences including competency in statistics. Familiarity with computer programming and data processing is strongly recommended. Students must satisfactorily complete at least nine courses in political science of which at least seven must be at the upper division level. Course programs for majors in political science are developed in close consultation with a faculty advisor interested in the student's intellectual growth and development and in his eventual career plans. Required courses are:

A. One introductory course in political science. (Students meeting this requirement at CSB should select from Political Science 100, 101, or 102.)
B. Political Science 300, The Logic of Political Inquiry.
C. Political Science 301, Problems of Political Research
D. At least one course in political theory, either Interdisciplinary 333, Political Philosophy and Thought, or Political Science 334, Democratic Theory, or Political Science 435, Contemporary Empirical Theory, or any Special Topics course in Political Science meeting this requirement.
E. Four additional political science courses—at least three of which must be upper division—selected by the student and his advisor to reflect a balanced inquiry into political processes, policy, philosophy, and methods. The student must plan his work in *one* of these upper-division courses to demonstrate his capacity to re-apply research skills learned in Political Science 300–301 and submit a full research paper for departmental approval.
F. The satisfactory completion of one of the three options listed below:
   1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the students advisor, taken outside the major discipline
   2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
   3. An interdisciplinary concentration or minor in one of the especially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin-American Studies, Women's Studies, and Speech and Theatre
G. Political Science 490. Senior Seminar in Political Science

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 a grade of C or better.

Courses which will be of special interest to students without substantial quantitative skills include Political Science 302, Political Science 306, Political Science 308, Political Science 312, Political Science 315, Political Science 317, Behavioral Science 321, Political Science 328, IN ST 333, and Political Science 334. Other courses may be suitable depending on the instructor's announced objectives and approach.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Political Science has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that the Examination Waiver for both Social Sciences and Government has been approved for a CSB graduate in Political Science.

COURSES

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

Lower Division Courses

Political Science 100. Perspectives in Political Science

An examination of what political science is and does as disclosed by the study of selected problems and issues. Students can expect to gain some understanding of the ways in which ideas currently important in political science are related to those in other disciplines.

Political Science 101. American Government and Politics

An examination of the ways in which those who practice political science view the American political system. Students can expect to gain a basis for systematic, informed thinking about the processes by which Americans govern each other and govern themselves, the manner in which those processes affect the policies we adopt in response to issues, and the ways in which issues influence changes in the decision-making processes. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement.

Political Science 102. World Politics

An examination of the ways in which those who practice political science view the international political system. Students can expect to gain a basis for systematic, informed thinking about processes of cooperation and conflict in the international arena involving both nations and other actors such as multi-national corporations.

Political Science 201. Policy Problems in the United States

An examination of the policy-making process in the United States coupled with a survey of the major policy areas and the disputes which characterize them. Special attention will be given to detailed analysis of pressing current policy controversies. Prerequisite: Political Science 101 or consent of instructor.

Political Science 204. Introduction to Political Philosophy and Thought

An examination of the ways in which those who practice political philosophy view the perennial problems involved in the nature of authority, social conflict, the objectives of political action, and the relationships between the rulers and the ruled. Students can expect to gain some understanding of the place of systematic, rigorous thought in the analysis of political and social problems.

Political Science 240. Honors Seminar: The Nature of Politics

An examination of some of the central concepts of political science and some of the continuing issues of politics. 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. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement.

Political Science 255. Political Games

Simulation designed to give students insight into the factors influencing political decision-makers by providing considerable opportunity for role-playing as well as through lectures and discussion. Topics will change but might include the Middle East Crisis, the U.S. Congress, the U.N. Security Council, etc.

Political Science 277. Contemporary Political Topics

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 behavioral science or consent of instructor. May be repeated once for credit.

Political Science 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division Courses

Political Science 300. The Logic of Political Inquiry

An examination of the bases of knowledge in the sciences with particular reference to political science. What are explanations; how do we arrive at them; how do we judge them? What alternative data sources and data gathering techniques are available and appropriate? The design of political research. Prerequisite: One course in political science and sophomore standing.

Political Science 301. Problems of Political Research

An examination of problems of measurement, data manipulation, and data analysis in political science. Students will gain practical experience in many of the techniques political scientists use to examine their environment. Prerequisite: Political Science 300.

Political Science 302. American Foreign Policy

An examination of contending models with which political scientists have explained the dynamics of American foreign policy since 1945. Emphasis will be on the role of the Presidency, the Congress, the press, and public opinion as determinants of policy.

Political Science 304. International Politics

An examination of inter-nation actions and strategies with regard to status, defense, peace, development, etc. This course examines ways of explaining how national elites prioritize goals and select means to achieve them through relations with other nations.

Political Science 305. Government and Politics in Western Europe

An examination of institutions and processes of government in France, Germany, and the United Kingdom. Emphasis on the study of the historical and contemporary components of the political culture and their effects on the behavior of political parties, Parliament, and Cabinet in each of the three systems.

Political Science 306. Government and Politics in the Soviet Union

An examination of institutions and processes of government in the Soviet Union. Emphasis on the study of the Marxist-Leninist ideology, the development and contemporary role of the Communist Party, and the cultural heritage as determinants of contemporary politics and policy change in the USSR.

Behavioral Science 307. Developing Political Systems

(For course description, see listing under "Interdisciplinary Courses", p. 93)

Political Science 308. Government and Politics in China

An examination of institutions and processes of government in China. Emphasis on the ideas of Marx, Lenin, and Mao, the Chinese political culture, the party, the military, communalization, and the cultural revolution as determinants of contemporary politics and policy change in China.

Behavioral Science 311. Small Group Dynamics

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Political Science 312. Political Parties and Elections

An examination of the organization and activities of American political parties and of our electoral system. Students can expect to gain acquaintance with several critical perspectives toward these processes as they relate to the popular control of government as well as an opportunity to systematically develop their own perspective regarding that topic. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Prerequisite: Upper division standing or permission of the instructor.

Political Science 313. Electoral Behavior

An examination of the political, social, and psychological factors which promote or inhibit individual participation in electoral activity. Emphasis on the dynamics involved in individual voter choice, campaigning, party identification, and actively seeking elective office. Students can expect to engage in systematic research on a selected aspect of electoral behavior. Prerequisites: Upper division standing and Political Science 300–301 or equivalent, or consent of instructor.

Political Science 314. Judicial Politics

An examination of the judicial role in American constitutional adjudication, both historical and contemporary. Investigation of constitutional provisions, political party philosophies, legal career patterns, and other factors that shape judicial responses. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Prerequisite: One course in political science or consent of instructor.

Political Science 315. Civil Liberties

An examination of the principles, reasoning, and politics of private and individual rights in the U.S. Investigations of current controversies. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Prerequisite: One course in political science or consent of instructor.

Political Science 316. Legislative Politics

An examination of legislative decision making and the factors which shape legislative policies. Students can expect to engage in systematic research into selected aspects of legislative behavior. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Prerequisites: One course in political science or consent of instructor.

Political Science 317. The Presidency

An examination of the office and its occupants, with emphasis on the administrations since Franklin Roosevelt. The course includes investigations of constitutional and administrative powers, presidential leadership of Congress, other elites, and public opinion, and the personality responses of the Presidents to the dilemmas they encounter.

Political Science 320. Social Groups and Political Power in America

An examination of the ways in which non-governmental groups influence the formation, direction, execution and change in public policy in America. Emphasis on factors which contribute to such influences. Students can expect to pursue a research project on a selected topic. Prerequisite: Political Science 301.

Behavioral Science 321. Community Politics

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Political Science 326. Political Socialization

An examination of the process by which individuals acquire their political attitudes, values, and orientations. Emphasis on the family, school, and peer groups as critical socialization agents. Students can expect to undertake individual research on selected aspects of political socialization. Prerequisites: Upper division standing and Political Science 300–301 or equivalent, or consent of instructor.

Political Science 328. Propaganda and Public Opinion

An examination of the psychological processes involved in the formation and change of public opinion. Attention focused on the role of propaganda in attitude acquisition and change. Several examples of political propaganda and mass appeals will be examined. Prerequisite: Upper division standing.

Behavioral Science 330. Political Psychology

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Behavioral Science 331. Political Sociology

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

IN ST 333. Political Philosophy and Thought

(For course description, see listing under "Interdisciplinary Courses", p. 97.)

Political Science 334. Democratic Theory

An examination of fundamental assumptions about democratic government and practices. Students can expect to develop tests for evaluating performance of political institutions and practices based on the results of that examination. Special attention will be given to American experience as a whetstone for shaping those tests. Prerequisite: Upper division standing or consent of instructor.

IN ST 354. Concepts of Political Geography

(For course description, see listing under "Interdisciplinary Courses", p. 97.)

IN ST 375. Administrative Processes in Government

(For course description, see listing under "Interdisciplinary Courses", p. 97.)

Political Science 377. Contemporary Political Issues (1–5)

An intensive examination of issues of current political concern with attention to the development of the problem and alternate ways of responding to it. The issues examined vary from term to term but include such topics as political corruption, the political implications of multi-national corporations, terrorism and political subversion, etc. Prerequisite: Upper division standing, or permission of instructor. May be repeated for different course content.

Behavioral Science 400. Data Processing in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Political Science 435. Contemporary Empirical Theory

An examination of various theories such as theories of action, communication, organization, transaction, etc. as they apply to political phenomena. Prerequisite: Political Science 301, or two upper division courses in political science, or consent of instructor.

Behavioral Science 471. Colonialism and Culture Change

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Political Science 477. Selected Topics in Political Science (1–5)

Current concerns challenging the discipline's theories and methods. Topics include governmental regulation of innovation in medical treatment, ethics in the intelligence community, the impact of development on ideology, politics and mass media, etc. Offered periodically to respond to student and faculty interests. Prerequisite: Upper division standing. May be repeated for different course content.

Political Science 480. Directed Research Seminar in Political Science

Student conducts and writes up an individual study under faculty supervision. Prerequisite: Political Science 301 *and* consent of instructor.

Political Science 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Political Science 490. Senior Seminar in Political Science (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of political science to other fields of study. Prerequisite: Senior major or consent of instructor.

Political Science 496. Internship in the Political Process (1–5)

Students are assigned to either public or private agencies involved in the public choice process. Supervision of internship is shared by agency director and the course instructor. Assigned readings and projects where appropriate. Prerequisite: Permission of instructor. May be repeated for credit.

Political Science 499. Individual Study (1–5)

Consent of department.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

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

Political Science 699. Individual Graduate Study (1–5)

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interests; regular meetings to be arranged with professor.

7—79275

PSYCHOLOGY DEPARTMENT

Chair: E. H. Sasaki
Faculty: M. J. Allen, D. C. Cohen, K. E. Dietiker (on leave 1978–79), K. L. Hartlep, C. Marotta, R. C. Noel, A. L. Seltzer (on leave fall and winter), S. E. Suter

Psychology today can be considered in a variety of ways. Among these, it can be (1) an applied science or professional field, (2) a set of humanistic concerns, (3) a physiological or biological science, and (4) a social science.

While the offerings in psychology are as broad as possible, most of the basic course orientations treat the discipline as a social science.

Students who study psychology at the College will later pursue a wide range of careers. The Psychology Department attempts to provide the kind of solid understanding of basic psychological principles that can serve as a foundation for the widest number of vocational and professional interests. Many of the courses involve students in laboratory, field, and case study work and assume, at the very least, minimal quantitative skills.

Final enrollment in any course with a field placement component is contingent upon successful placement of the individual student in field setting deemed appropriate by the instructor of that course.

REQUIREMENTS FOR THE MAJOR

A student must demonstrate familiarity with basic tools underlying modern social sciences, including competency in statistics, and satisfactorily complete a minimum of nine courses in psychology of which at least seven must be at the upper division level. Upon declaring Psychology as a major the student should plan a specific program of study in consultation with an advisor. Required courses are:

A. Psychology 100. Perspectives in Psychology
B. One college-level course in statistics, approved by the department. This may be Psychology 200, Mathematics 140, or equivalent. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.
C. Psychology 300. Introduction to Research Methods in Psychology
D. One advanced laboratory course in psychology. Select from:
   Psychology 301. Psychology of Learning
   Psychology 302. Human Perception and Information Processing
   Psychology 303. Human Psychophysiology
E. Two courses with emphasis on personal and interpersonal psychology
   Select from:
   Psychology 310. Developmental Psychology
   Behavioral Science 312. Social Psychology
   Psychology 315. Abnormal Psychology
   Psychology 316. Personality
F. Three other Psychology courses, two of which must be upper division courses (may be from D and E)
G. The satisfactory completion of one of the three options listed below:
   1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
   2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
   3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin-American Studies, Women's Studies, and Speech and Theatre.
H. Psychology 490. Senior Seminar

REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY

Four courses totaling 20 quarter units in Psychology, at least three of which must be upper division, completed with a grade of C or better.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Psychology has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Social Sciences has been approved for a CSB graduate in Psychology.

MASTER OF SCIENCE IN PSYCHOLOGY

The Department of Psychology offers a two-year, 90-unit program leading to the Master of Science in Psychology, which emphasizes training in clinically relevant skills.

Admission to the Program

A person seeking admission to the Master of Science in Psychology program should first secure program application materials from the Department of Psychology. Application for standing in the Master of Science program will be processed by the Graduate Committee of the Department of Psychology. The student must also apply to the Office of Admissions and Records for general admission to the college. Application to the college for graduate standing will be processed by the college. Completed application materials must be filed with the Department of Psychology by March 1. Later applications will be considered until the positions available in the program are filled. All applicants must also submit their quantitative and Verbal Graduate Record Examination scores to the Department of Psychology.

For admission to the Master of Science in Psychology the following minimum standards have been set: (1) baccalaureate degree from an accredited institution; (2) three favorable letters of recommendation; (3) at least one of the following: (a) an undergraduate GPA of at least 3.0 in the last 90 units of course work; or, (b) a score of at least 1000 as a total score on the quantitative and verbal Graduate Record Examinations; or, (c) a GPA of 3.0 or higher in all previous *graduate* course work at CSB (at least 4 courses); or, (d) an approved petition to the faculty of the department offering equivalent evidence of ability for graduate work. The faculty of the department reserves the right to select those applicants it deems most qualified. In making its decision, the faculty may also take into consideration the person's previous training in psychology, relevant work experience, and special skills.

Admission is generally at the **conditionally classified** level. Advancement to **classified** level is required prior to enrollment in Psychology 619 and 629, the one-year traineeship in therapy techniques and psychological assessment. The evaluation for advancement to **classified** level includes a judgment concerning the student's demonstration of clinical competency and professional responsibility. The applicant should consult departmental notices concerning the specific criteria to be satisfied for advancement to **classified** and **candidate** levels. There is a five-year time limit for completion of the program, which can only be extended by special petition to the faculty of the department.

Degree Program

The Master of Science program is a general clinical psychology program which provides preparation relevant to a number of different professional goals. One such goal may be the California license in Marriage & Family Counseling. The education requirements for this license may be met by selecting an approved sequence of courses within the general requirements of the clinical program.

Course requirements and options for the Master of Science degree are as follows:

1. Quantitative and Content Area (10 units): Psychology 500 or Behavioral Science 500; Psychology 425 or 427
2. Breadth Area (25 units): May include: any 500- or 600-level courses in psychology, Psychology 401, 410, 411, 412, 420, 421, 425, 427, 430, 440, 444, 475, and Sociology 464; up to 5 units of extension courses at the 500 or 600 level in psychology, with approval of advisor
3. Assessment Area (15 units): Psychology 625.001, 625.002, 625.003

4. Treatment Area (20 units): Psychology 610, 611, and 613; Psychology 591 (1 unit); Psychology 639 (4 units)
5. Practicum Area (15 units): Psychology 619.001, 619.002, 619.003 (3 units each) and Psychology 629.001, 629.002, 629.003 (2 units each), with 619 and 629 to be taken concurrently
6. Clinical Competency Area (5 units): Psychology 696

Academic Advising

An academic advisor will be assigned to the student upon admission. The department recognizes the right of either advisee or advisor to withdraw from this relationship at his/her discretion. Withdrawal from the advising relationship requires that the student locate another advisor from the faculty of the department.

The academic advisor and the student develop a Plan of Study and submit it to the department faculty for approval. It consists of: (1) statement of student's goals; (2) list of all courses, number of units and grade in each which have been or will be taken to complete the program; (3) indication of plans to satisfy all other criteria set by the department for the student; and (4) indication of the student's anticipated date of completion of the program.

Graduation Requirements

For graduation, students must complete an approved program of 90 quarter units, of which 30 units can be at the 400 level, at least 60 units must be at the 500–600 level, and 36 units must be in residence. All work must be completed with a GPA of 3.0 or better. The approved Plan of Study for the individual student determines the specific requirements to be met when there are options available.

Marriage, Family and Child Counseling Licensure

The education requirements for the State license in Marriage, Family and Child Counseling, issued by the Board of Behvaioral Science Examiners, can be met with an approved series of courses within this master's program.

COURSES

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

Lower Division

Psychology 100. Perspectives in Psychology

Survey of currently important psychological ideas in relation to other disciplines. Major dimensions, theories, and applications of psychology. Selected investigations into varied problem areas. Lectures, discussions, and arranged observations.

Psychology 200. Introduction to Statistical Methods in Psychological Research

The use of basic statistical methods in designing and analyzing psychological experiments. Topics covered include basic descriptive statistics, the normal curve, correlation, and commonly used parametric and nonparametric inferential statistical techniques.

Psychology 277. Contemporary Psychological Topics

Examination of selected topics in contemporary psychology. Opportunity to work closely with a faculty member in a seminar early in the student's career. May be repeated for different course content. Prerequisite: Consent of instructor.

Psychology 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Psychology 299. Individual Study (1–5)

Exploration of a specific topic, primarily through directed reading and discussion meetings with the faculty sponsor. Prerequisite: Consent of instructor, who will serve as sponsor, and approval by chair of the department.

Upper Division

Child Development 300. Introduction to Developmental Research Methods

Assumptions and methods of scientific research and evaluation in the area of child development. Topics include data collection techniques, measurement and assessment principles, and analysis of data in longitudinal, cross-sectional, cross-cultural, and experimental research. Lectures and six hours of laboratory and field work. Prerequisite: One college-level course in statistics.

Psychology 300. Introduction to Research Methods in Psychology

Assumptions of scientific research and issues in philosophy of social science. Selected concepts and methods of experimentation in psychology, with emphasis on measurement, design of research, quantitative handling of data, and analysis. Lectures and laboratory. Prerequisite: Psychology 200 (or equivalent) *and* Psychology 100. Primarily for majors.

Psychology 301. Psychology of Learning

The processes through which human behavior changes as a function of experience are examined and applied. Lectures, discussion, and six hours of laboratory. Recommended: Psychology 300.

Psychology 302. Human Perception and Information Processing

An analysis of the physiological and psychological processes—sensory, cognitive, and memory—involved in human perception and information processing. Lectures, discussion, and six hours of laboratory. Recommended: Psychology 300.

Psychology 303. Human Psychophysiology

The psychophysiology of human emotion, motivation, learning, perception, and of disorders in these aspects of human behavior. Emphasis on the brain and behavior. Lectures, discussion, and six hours of laboratory. Recommended: Psychology 300.

Psychology 310. Developmental Psychology

Problems, theories, methods, results in the study of the psychological development of the individual from birth to old age, with major focus on the period of early childhood. Lectures, discussions, and special investigations. Prerequisite: One course in psychology or permission of instructor.

Behavioral Science 311. Small Group Dynamics

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

IN ST 311. Psychology of Religion

(For course description, see listing under "Interdisciplinary Courses", p. 96.)

Behavioral Science 312. Social Psychology

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Psychology 315. Abnormal Psychology

Principal theories concerning abnormal behavior, from psychiatry, psychology, sociology, and other disciplines. Research methods and findings. Implications for treatment and prevention. Lectures and discussion. Prerequisite: One course in psychology or permission of instructor.

Psychology 316. Personality

Principal theories and approaches for understanding the person. Development of structures and dynamics in relation to adult functioning, psychopathology, and behavior change. Exercises in research and assessment. Lectures and discussions. Prerequisite: One course in psychology or permission of instructor.

Behavioral Science 317. Socialization

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Behavioral Science 318. Culture and Personality

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Psychology 325. Theories of Psychotherapy and Behavior Change

Psychological principles relevant to behavior change. Theories of psychotherapy, behavior modification, and other applied areas. Current controversies explored in terms of ethics, efficacy, and goals of psychological intervention. Prerequisite: One course in psychology or permission of instructor.

Behavioral Science 330. Political Psychology

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Psychology 360. Comparative Psychology

Behavior, animal and human, from an evolutionary perspective. Studies from psychology, zoology, ethology, and sociobiology of mating and reproduction, of care of offspring, of social behavior, territoriality, communication, etc. Prerequisite: One course in psychology or biology.

Psychology 377. Contemporary Psychological Issues

An intensive examination of contemporary psychological issues. Lectures and discussions. May be repeated for different course content.

Behavioral Science 382. The Aged: Living and Dying

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Behavioral Sciences 400. Data Processing in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Psychology 401. Biofeedback and Self-Regulation

An exploration of self-regulation of normally involuntary mental and physiological processes. Basic principles, theories, and therapeutic/humanistic applications. Lectures, discussion, and three hours of laboratory. Prerequisite: One course in psychology.

Psychology 410. Theories of Development

A comparison of basic theoretical perspectives in developmental psychology. Theories to be covered include those by Freud, Erikson, Piaget, Kagan, Gibson, and Gesell.

Psychology 411. Cognitive and Perceptual Development

Intensive exploration of the child's development of thought, memory, language, and perception. Prerequisite: Psychology 310 or Psychology 410.

Psychology 412. Personality and Social Development

Intensive exploration of the child's development of emotions, motivations, and interpersonal behaviors. May include psychodynamic, psychosocial, behavioral, cognitive, and biological perspectives. Prerequisite: Psychology 310 or Psychology 410.

Psychology 421. Psychology of Women

Theory and research on the development of sex roles and sex differences, with an emphasis on the roles of women. Students of both sexes are welcome to participate. Prerequisite: One course in psychology.

Psychology 425. Descriptive Psychopathology

Exploration of the phenomena of emotional disorder through literary and first person accounts, films, tapes, and supervised field work. Special attention given to the phenomenology of the emotionally disturbed person and to the social, educational, and legal context within which he functions. Lectures, discussions, and four hours of field placement. Prerequisite: Psychology 315 *and* consent of instructor.

Psychology 427. Childhood and Family Psychopathology

Examination of types of psychological disorder most frequently affecting children, including disorders of the relationship between the child and other family members. Descriptions of disordered behavior syndromes and major theories concerning causation. Implications for early detection, prevention and treatment. Emphasis on phobias, disorders of familial and peer interpersonal relationships, anti-social acts, subnormal intellectual functioning, and specific learning disabilities. Lectures, discussions and four hours of field placement. Prerequisite: Psychology 315 *and* permission of instructor.

Psychology 429 (formerly Psychology 319). Psychological Tests and Measurement

A survey of basic concepts in the assessment of ability, performance, and personality. Primarily concerned with construction, interpretation, and application of objective, group-administered assessment instruments. Prerequisite: Psychology 200 (or equivalent) or permission of instructor.

Behavioral Science 430 (formerly Behavioral Science 340). Psycholinguistics

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Psychology 444. Psychology of Aggression

An exploration of the role of innate and experiential factors in human behavior that is intended to harm others. Prerequisite: One course in psychology.

Psychology 475. History and Systems in Psychology

Historical analysis of the development of modern psychology as a science and the examination of its many strands—the evolution of research and theory, important figures and systematic positions, methods of thought and work, social and intellectual contexts—which have contributed to its pattern of development. Lectures, discussion, and special student projects. Prerequisite: Three courses in psychology.

Psychology 477. Selected Topics in Psychology (1–5)

Offered periodically as announced. Examples of courses include: Prosocial Behavior, Interpersonal Behavior Laboratory, Developmental Psychobiology, Psychology of the Juvenile Offender, Introduction to Clinical Psychology. May be repeated for different course content. Prerequisites will vary depending on course content.

Psychology 480. Directed Research Seminar in Psychology

Elaboration of principles of research design. Student conducts and writes up an individual or group study under faculty supervision. Prerequisite: Psychology 300 *and* consent of instructor.

Psychology 481. Directed Research in Psychology (1–5)

Student conducts a scientific investigation in psychology under faculty supervision. Strongly suggested for majors considering graduate study in psychology. May be repeated for credit. Prerequisite: Consent of instructor who will serve as sponsor, approval by chair of Department of Psychology.

Psychology 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Psychology 490. Senior Seminar in Psychology (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of psychology to other fields of study. Specific course topics and prerequisites will vary. In general, the minimum prerequisite will be senior major or permission of the instructor.

Psychology 498. Directed Study in the Instruction of Psychology (1–5)

Theory and method in undergraduate instruction in psychology. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, proctoring self-paced instructional units, course development, discussion group leadership, and in-depth directed readings of relevant topics. Prerequisite: Consent of instructor who will serve as sponsor, approval by chair of Department of Psychology.

Psychology 499. Individual Study (1–5)

Exploration of a specific topic, primarily through directed reading and discussion meetings with the faculty sponsor. Prerequisite: Consent of instructor who will serve as sponsor, approval by chair of Department of Psychology.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Psychology 500. Advanced Statistical Methods for Psychologists

An examination of analysis of variance techniques for the evaluation of simple and complex experimental designs. Prerequisite: Psychology 200 (or equivalent).

Psychology 510. Advanced Developmental Psychology

Review and analysis of theories and research in behavioral development emphasizing human development. Topics may include socialization, language, learning, motivation and perception. Prerequisite: Psychology 310 or 410 *and* consent of instructor.

Behavioral Science 512. Advanced Social Psychology

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Psychology 515. Advanced Abnormal Psychology

Principal theories and research concerning abnormal behavior from the perspective of interpersonal relationship difficulties. Particular emphasis on marriage and family disturbances. Prerequisite: Psychology 315 *and* consent of instructor.

Psychology 516. Advanced Personality

Consideration of theories and research issues in personality from a comparative/analytic viewpoint. Isolation of critical dimensions accounting for variations in personality theory, research questions likely to clarify theoretical differences, and review of current empirical evidence bearing on the adequacy of various theories. Prerequisite: Psychology 316 *and* consent of instructor.

Behavioral Science 572. Proseminar for Marriage and Family Relations

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Psychology 577. Selected Advanced Topics in Psychology

Offered periodically as announced. Topics of special interest to graduate and senior students. May be repeated for different course content. Specific prerequisites will be indicated with each announced course.

Psychology 591. Clinical Ethics and Law (1)

Readings, lectures, and discussion of California state laws and professional codes of ethics relevant to clinical psychology and marriage and family therapy. Prerequisite: Senior or graduate standing.

Psychology 610. Behavioral Approaches to Psychotherapy

Advanced consideration of principles and methods of behavior modification and therapy. Behavioral analysis and operant, respondent, observational learning, and covert conditioning techniques as they apply to adult, child, relational, and group situations. Lectures, demonstrations, and supervised practice. Prerequisite: Psychology 315 and consent of instructor.

Psychology 611. Psychodynamic Approaches to Psychotherapy

Advanced consideration of principles and methods of psychodynamic approaches to psychotherapy. An intense focus on several major approaches as they apply to adult, child, relational, and group situations. Lectures, demonstrations, and supervised practice. Prerequisite: Psychology 315 *and* consent of instructor.

Psychology 613. Interpersonal Approaches to Psychotherapy (formerly titled Marriage and Family Therapy)

Advanced consideration of principles and methods of major interpersonal approaches to psychotherapy. An intense focus on selected communication approaches as they apply to adult, child, relational, and group situations, with particular emphasis on marriage and family therapy. Lectures, demonstrations, and supervised practice. Prerequisite: Psychology 315 and consent of instructor.

Psychology 619. Traineeship in Therapy Techniques (9)

A three-quarter sequence of supervised experience in the application of treatment and consultation techniques, including direct client contacts and other experiences in a field setting appropriate to the student's career goals. Supervision is by mental health professionals. To be taken concurrently with Psychology 629.

Psychology 619.001. Traineeship in Therapy Techniques I (3)
Prerequisite: Classified standing in the M.S. in Psychology program and departmental approval.

Psychology 619.002. Traineeship in Therapy Techniques II (3)
Prerequisite: Psychology 619.001.

Psychology 619.003. Traineeship in Therapy Techniques III (3)
Prerequisite: Psychology 619.002.

Psychology 625. Psychological Assessment (15)

A three-quarter sequence covering psychometric theory (norms, reliability, validity, and test score interpretation): psychodynamic theory and the theoretical bases of projective assessment; administering, scoring, and interpreting selected projective and objective personality tests and intelligence tests; and an introduction to planning assessment batteries and integrating assessment materials for the intensive study of the individual.

Psychology 625.001. Psychological Assessment I (5)
Prerequisite: Psychology 200 (or equivalent), 315, and 316, and consent of instructor.

Psychology 625.002. Psychological Assessment II (5)
Prerequisite: Psychology 625.001.

Psychology 625.003. Psychological Assessment III (5)
Prerequisite: Psychology 625.002.

Psychology 629. Traineeship in Assessment (6)

A three-quarter sequence of supervised experience in planning, administering, interpreting, and report writing for the intensive study of assessment cases. Includes direct client contacts and other experiences in a field setting appropriate to the student's career goals. Supervision is by mental health professionals. To be taken concurrently with Psychology 619.

Psychology 629.001. Traineeship in Assessment I (2)
Prerequisite: Classified standing in the M.S. in Psychology program and departmental approval.

Psychology 629.002. Traineeship in Assessment II (2)
Prerequisite: Psychology 629.001.

Psychology 629.003. Traineeship in Assessment III (2)
Prerequisite: Psychology 629.002.

Psychology 639. Community Mental Health (4)

Principles, current methods, and innovative approaches to community mental health programs, including the application of clinical concept to the analysis, design, and development of institutional or community-based programs. Prerequisite: Consent of instructor.

Psychology 680. Directed Graduate Research Seminar in Psychology

Elaboration of principles of research design. Student conducts and writes up an individual or group study under faculty supervision. Prerequisite: Psychology 300 *and* consent of instructor.

Psychology 681. Directed Graduate Research in Psychology (1-5)

Student designs and conducts a research project and writes a final report under faculty supervision. Prerequisite: Consent of instructor who will serve as sponsor, approval by chair of Department of Psychology.

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

Psychology 695. Thesis (5-9)

One of three supervised, individual student projects. Student selects from among (1) an approved empirical research project; (2) a critical literature review in an approved area of psychology; (3) a critical analysis of a clinical case study carried out by the student. Each method will involve preparation of a proposal or plan of procedure, the carrying out of relevant empirical, library or clinical work, the preparation of an extensive final report, and an oral explanation and defense of what was done. Prerequisite: Departmental approval.

Psychology 696. Clinical Competency Evaluation

Student prepares for and demonstrates a high level of clinical skill. Includes readings, evaluation of assessment and therapy skills, evaluation of assessment and therapy writing, and an oral defense of these clinical products before a committee approved by the Department of Psychology. Students will usually enroll in this course in the third quarter of their traineeship. Prerequisite: Departmental approval.

Psychology 699. Individual Graduate Study (1-5)

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor.

SOCIOLOGY/ANTHROPOLOGY DEPARTMENT

Chair: J. Julian
Faculty: J. E. Granskog, W. B. Hanson, J. D. McMillin, R. G. Mitchell, W. R. Paap, C. A. Robarchek, J. L. Ross, P. Silverman, R. E. Travis (on leave fall and winter)

The degree programs offered by this department are intended to provide a basic understanding of how cultures, societies, communities, and smaller groups are organized and sustained. Some courses deal specifically with applied problems; others provide a more general understanding of culture, social organization and change, and social psychology. Students are encouraged to develop, in close consultation with a faculty advisor, a program to provide for intellectual growth, as well as to provide a useful background for their career plans. The two basic degree programs administered by the department are as follows:

(1) Bachelor of Arts in Sociology with a choice of emphasis in:
   General Sociology
   Social and Health Institutions
   Family and Socialization

(2) Bachelor of Arts in Anthropology

REQUIREMENTS FOR THE MAJOR IN ANTHROPOLOGY

To fulfill the requirements for the major in Anthropology, a student must complete nine courses in anthropology and cognate areas, acceptable to the department, including at least six at the upper division level. The following courses are required:

A. One introductory course in cultural anthropology
B. One introductory course in physical anthropology and prehistory
C. Behavioral Science. Introduction to Research Methods
D. Anthropology 490. Senior Seminar
E. One course dealing with culture as an adaptive system, selected from the following:
   Anthropology 251. Peoples of Africa
   Anthropology 316. Prehistory of Meso-America
   Anthropology 317. California Indians
   Anthropology 333. Culture and Environment
   Anthropology 353. Peoples of Mexico
   Anthropology 354. European Cultures and Their Heritage
   Anthropology 357. South American Indians
   Anthropology 359. North American Indians
   Anthropology 360. American Indians in Contemporary Society
   Anthropology 370. Third World Communities
   Anthropology 381. Medical Anthropology
   Anthropology 390. Principles of Archaeology
F. One course dealing with culture as a symbolic system, selected from the following:
   Behavioral Science 318. Culture and Personality
   IN ST 319. Anthropology of Religion
   Anthropology 320. Culture and Communication
   Anthropology 336. Deviance and Culture
   Anthropology 343. Myth, Dreams, and Ritual
G. One course dealing with culture as an interactional system, including age/sex distributions and cultural dynamics, selected from the following:
   Anthropology 334. Community Anthropology
   Anthropology 338. The Anthropology of Women
   Anthropology 339. Sexual Behavior in Cross-Cultural Perspective
   Behavioral Science 382. The Aged: Living and Dying
   Anthropology 403. Cross-Cultural Studies in Anthropology
   Behavioral Science 435. Family and Kin Around the World
   Behavioral Science 471. Colonialism and Culture Change
H. Two additional courses in anthropology or cognate areas (courses listed below). Courses in cognate areas should be selected in accordance with the student's emphasis. Students who intend to continue their studies at the graduate level are strongly encouraged to take a college-level course in the statistical analysis of data.

Cognate Courses
Behavioral Science 307. Developing Political Systems
Behavioral Science 312. Social Psychology
Behavioral Science 317. Socialization
Behavioral Science 327. Race and Ethnic Relations
Behavioral Science 351. Social Psychology of the Ghetto/Barrio
Behavioral Science 430. Psycholinguistics
Biology 203. Principles of Ecology
Earth Sciences 201. Basic Principles of Geology
Earth Sciences 305. Concepts of Paleontology
Earth Sciences 351. Concepts of Human Geography
Education 589. Educational Anthropology
English 309. Theories of Communication
English 376. Interpersonal Communication
English 415. Introduction to Linguistics
French 320. French Culture and Civilization
History 344. Ancient Mexico
History 368. American Indians
History 437. The Afro-Creole Caribbean
IN ST 311. Psychology of Religion
IN ST 313. Sociology of Religion
IN ST 420. Demography
Mathematics 140. Elementary Statistics
Political Science 308. Government and Politics in China
Psychology 200. Introduction to Statistical Methods in Psychological Research
Sociology 333. Mexican-Americans in Contemporary Society
Spanish 424. Culture and Civilization of Mexico and the Chicano/Mexican-Americans

MINOR, CONCENTRATION, AUGMENTATION

In addition to meeting the requirements for the major, the student must satisfactorily complete one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chcano Studies, Asian Studies, Latin American Studies, Women's Studies, and Speech and Theatre

REQUIREMENTS FOR THE MINOR IN ANTHROPOLOGY

Four courses totaling 20 quarter units in anthropology, at least three of which must be upper division, completed with a grade of "C" or better.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Anthropology has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Social Sciences has been approved for a CSB graduate in Anthropology.

ANTHROPOLOGY COURSES

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

Lower Division

Anthropology 100. Perspectives in Cultural Anthropology

Survey of the nature of the field and the major concepts in cultural anthropology and linguistics. An examination of the relationship between cultural anthropology and other disciplines. Selected investigations into various problem areas. Lectures and discussions.

May be used as a prerequisite for anthropology courses and as partial fulfillment of the general education requirement in the behavioral sciences. Not open to students with credit in Behavorial Science 101 or Anthropology 200.

Anthropology 102. Physical Anthropology and Prehistory

Synthesis of present evidence concerning primate and human evolution, the nature of race, the interrelationships between the biological and cultural aspects of human adaptation, and the development of culture to the emergence of agriculture.

Behavioral Science 200.

(For course description, see listing under "Interdisciplinary Courses", p. 92.)

Anthropology 251 (formerly Anthropology 351). Peoples of Africa

A survey of the various cultures in Africa south of the Sahara. Attention focuses on some of the more important concerns found in the anthropological literature, such as political organization, ritual behavior, and problems related to colonialism. Lectures and discussions. One course in anthropology recommended.

Anthropology 277. Contemporary Anthropological Topics

Extensive analysis of selected contemporary problems in anthropology. Subjects vary from term to term, but include such topics as cultural factors in the modernization of specific areas of the world, the use of anthropological techniques in studying contemporary problems in American society, special areas in anthropology such as general archeology, etc. Prerequisite: one course in a behavioral science. May be repeated once on a different topic for credit.

Anthropology 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division

Behavioral Science 300. Introduction to Research Methods

(For course description, see listing under "Interdisciplinary Courses", p. 92.)

Behavioral Science 307. Developing Political Systems

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Anthropology 316. Prehistory of Meso-America

Examination of the range and variation of cultures of Mexico and Central America before European contacts. Analysis based primarily on archaeological data. Lectures and discussion. One course in anthropology recommended.

Anthropology 317. California Indians

A survey of the cultural characteristics of the California Indians. Emphasis on plotting the distributions of culture traits, explaining the distributions, and creating a typology of California Indian societies. Course work consists primarily of instructor-assisted student projects. One course in anthropology recommended.

Behavioral Science 318. Culture and Personality

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

IN ST 319. Anthropology of Religion

(For course description, see listing under "Interdisciplinary Courses", p. 96.)

Anthropology 320. Culture and Communication

Examines both verbal and non-verbal modes of human communication, including the use of spatial relations, gestures, facial expressions, and language, from a cross-cultural perspective. The major emphasis of the course is on oral systems of communication and focuses on the historical and structural study of language, ethnosemantics, and the relationships between language and other aspects of culture. One course in anthropology recommended.

Behavioral Science 327. Race and Ethnic Relations

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Behavioral Science 331. Political Sociology

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Anthropology 333. Culture and Environment

An examination of selected societies around the world, focusing on the ways in which the surroundings in which people live affect their patterns of social interation, use of public and private space, and ideology. Includes an analysis from an ecological perspective of the problems faced by societies undergoing modernization. One course in anthropology recommended.

Anthropology 334. Community Anthropology

Focuses on the study of communities in complex societies from an anthropological perspective. Emphasis on ethnic groups and other sub-cultures in urban settings. Comparison of American urban centers with those in other world areas, both industrial and non-industrial. One course in anthropology recommended.

Anthropology 336. Deviance and Culture

An examination of problems, issues, and research in the field of transcultural psychiatry. Topics to be discussed include the nature of psychiatric disorder, problems in the definition of normality and abnormality, culture-bound syndromes (amok, arctic hysteria, voodoo death, etc.), culture change and psychiatric disorder, and a cross-cultural examination of approaches to treatment, including shamanism, curanderismo, and other "native" psychotherapies, as well as Western psychiatry.

Anthropology 338. The Anthropology of Women

A cross-cultural examination of the variable roles of women in societies ranging from hunting and gathering bands to post-industrial society. Particular attention given to discovering the cultural forces that determine how sex roles are defined and how they change. Students of both sexes are welcome to participate. One course in anthropology or sociology recommended.

Anthropology 339. Sexual Behavior in Cross-Cultural Perspective

Considers the patterns of sexual behavior in non-Western societies. Deals with coitus, types of sexual stimulation, self-stimulation, homosexuality, and culturally specific ways of attracting a sex partner. Also explores the forms, meaning, and function of the sexual symbolism which commonly occurs during rites of passage. Prerequisite: Introductory course in one of the behavioral science disciplines. One course in anthropology recommended.

Anthropology 343. Myth, Dreams, and Ritual

A survey of myth, dreams, and ritual in non-Western culture areas including Oceania, aboriginal Australia, Africa, and native North and South America. Focuses not only on the cultural settings (social structure, values, ideology, etc.) in which these forms of symbolism appear, but also on their social and psychological significance. Particular attention is given to folk psychotherapies, vision quests, possession and trance phenomena. Prerequisite: Introductory course in one of the behavioral science disciplines. One course in anthropology recommended.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Anthropology 353. Peoples of Mexico

An examination of social, economic, political, and religious institutions in various contemporary rural Indian and Mestizo communities. One course in anthropology recommended.

Anthropology 354. European Cultures and Their Heritage

The course deals with problems frequently encountered in anthropological studies of Europe, including the impact of modernization on rural populations, the development of national identities, and the tensions of regionalism and sub-national commitments. Also considered: national character studies, the positions of ethnic and religious minorities, social and religious movements, and the impact of European institutions and ideas throughout the world. Each student concentrates on a specific country from which these issues can be explored in detail. One course in anthropology recommended.

Anthropology 357. South American Indians

A survey of the various native societies in South America from a socio-historical perspective. Includes an examination of problems faced by contemporary Indian groups undergoing socio-cultural change. One course in anthropology recommended.

Anthropology 359. North American Indians

A survey of ethnographic literature concerning the indigenous societies of the North American continent. Lectures and discussion. One course in anthropology recommended.

Anthropology 360. American Indians in Contemporary Society

A review of the adjustments made by American Indians after contact with Euro-American culture, both in the adaptation to reservation life and to contemporary urban settings. The persistence of Indian identity is studied in the contexts of Indian cultural movements, the development of Pan-Indian groups, self-determination programs, and others. One course in anthropology recommended.

Anthropology 370. Third World Communities

Most of the people in underdeveloped countries are found in rural communities—communities that are presently caught up in the processes of modernization. The focus of this course is on an examination of the lifeways of such communities from representative societies of the Third World (including India, Mexico, and the Middle East), and how they cope with the stresses and problems produced by modernization. One course in anthropology recommended.

Anthropology 381. Medical Anthropology

A survey of concepts of illness and disease in non-Western socieities. Emphasis on cultural definitions of illness, techniques of diagnosis, and curative methods. Topics covered include shamanism, ritual behavior, voodoo, Arctic hysteria, and mental illness in cross-cultural perspective. Consideration also given to the impact of Western medical techniques on traditional practices. Prerequisite: Introductory course in one of the behavioral science disciplines. One course in anthropology recommended.

Behavioral Science 382. The Aged: Living and Dying

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Anthropology 390. Principles of Archaeology

An introduction to theory, method, and techniques employed by archaeologists in excavation, archaeological survey, reconstruction of prehistoric cultures, and the interpretation of culture history. Problem formulation and research design in archaeology. The history and contemporary developments of archaeological research. One course in anthropology recommended.

Anthropology 392. Field Archaeology

Archaeological excavation and survey in the Bakersfield area. Students are instructed in all aspects of field techniques. Students conduct research projects on the artifacts which they recover. One course in anthropology recommended.

Anthropology 402. Selected Topics in Anthropological Theory

An intensive investigation of selected concerns within anthropological theory. This involves an in-depth critique of designated theoretical issues, as determined by the instructor. Lectures and discussion. Prerequisite: Anthropology major and senior standing. May be repeated for different course content.

Anthropology 403. Cross-Cultural Studies in Anthropology

The contribution of cross-cultural studies to anthropological theory. Methodological problems inherent in studies ranging from controlled comparisons to worldwide samples considered. Student projects used to develop skills in the techniques of cross-cultural research. Lectures and laboratory. Prerequisite: Behavioral Science 300; one course in anthropology recommended.

Behavioral Science 430 (formerly Behavioral Science 340). Psycholinguistics

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Behavioral Science 435 (formerly Behavioral Science 335). Family and Kin Around the World

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Behavioral Science 471. Colonialism and Culture Change

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Anthropology 477. Selected Topics in Anthropology (1–5)

Offered periodically as announced. Examples of courses currently planned for the future include the following: Peoples of Asia; Symbolic Anthropology; Medical Anthropology. One course in anthropology recommended. May be repeated for different course content.

Anthropology 481. Directed Research in Anthropology (1–5)

Students carry out a research project involving the collection and analysis of data. Typically, this course is taken following Anthropology 480, using the proposal designed in that course as a basis for completing the research project. Prerequisite: Permission of instructor.

Anthropology 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Anthropology 490. Senior Seminar in Anthropology (6)

Consideration of the nature of the discipline. Integration of material from other courses. The relationship of anthropology to other fields of study. Prerequisite: Completion of, or concurrent enrollment in, other courses required to complete the major and the minor; or permission of instructor.

Anthropology 496. Internship in Community Anthropology

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

Anthropology 499. Individual Study (1–5)

Individual study under the direction of a faculty member. Prerequisite: Permission of the instructor and approval of the department.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Behavioral Science 540. Social Organization

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Behavioral Science 572. Proseminar for Marriage and Family Relations

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Anthropology 577. Advanced Topics in Anthropology

Exploration at an advanced level of selected topics in anthropology. Prerequisite: permission of the instructor. May be repeated for different course content.

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

Anthropology 699. Individual Graduate Study (1–5)

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor.

REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY

To fulfill the requirements for the major in Sociology the student must complete nine courses in sociology acceptable to the department, including at least seven at the upper division level. The following core courses are required for all Sociology majors regardless of which emphasis (General, Family and Socialization, or Social and Health Institutions) the student elects to pursue:

CORE COURSES

A. One introductory course in sociology
B. One college level course in statistical analysis of data, approved by the department. Familiarity with computer programming and data processing is strongly recommended.
C. Behavioral Science 300. Introduction to Research Methods
D. Sociology 301. Theoretical Perspectives in Sociology
E. Sociology 490. Senior Seminar

REQUIREMENTS FOR THE EMPHASIS IN GENERAL SOCIOLOGY

The emphasis in General Sociology is provided for students with broad academic and career interests. In addition to the five core courses (see *A* through *E* above), the following courses are also required:

F. One course which deals primarily with the relationship of the individual to social groups, selected from the following:
   Behavioral Science 311. Small Group Dynamics
   Behavioral Science 312. Social Psychology
   Behavioral Science 317. Socialization
   Behavioral Science 318. Culture and Personality
G. One course which focuses on a major social institution, selected from the following:
   IN ST 313. Sociology of Religion
   Sociology 220. Contemporary Social Problems in American Society
   Sociology 364. Family and Society
   Sociology 367. The Sociology of Health, Illness, and Medical Care
   Sociology 465. Sociology of Law
H. One course which deals primarily with social structure or social process, selected from the following:
   Sociology 323. Sociology of Power
   Sociology 440. Social Stratification and Class
   Sociology 441. The Sociology of Organizational and Administrative Behavior
   Sociology 443. Collective Behavior
   Sociology 444. Social Change
I. Two additional courses in sociology.

REQUIREMENTS FOR THE EMPHASIS IN SOCIAL AND HEALTH INSTITUTIONS

A major in Sociology with a Social and Health Institutions emphasis prepares the student for pursuing a variety of career opportunities within the social services and public health fields. In addition to the five core courses (see *A* through *E* above), the following courses are also required:

F. Sociology 322. Social Services and Social Problems
G. One course selected from the following:
Sociology 440. Social Stratification and Class
Sociology 441. The Sociology of Organizational and Administrative Behavior
Sociology 444. Social Change
H. Three courses selected from the following:
Sociology 327. Race and Ethnic Relations
Sociology 334. Sociology of Total Institutions
Sociology 355. Alcohol and Society
Sociology 367. Sociology of Health, Illness, and Medical Care
Sociology 368. Sociology of Mental Illness
Behavioral Science 382. The Aged: Living and Dying
Sociology 404. Sociology of Social Work

REQUIREMENTS FOR THE EMPHASIS IN FAMILY AND SOCIALIZATION

A major in Sociology with an emphasis on Family and Socialization prepares the student who plans to pursue a career in one of the community agencies serving parents and their offspring. In addition to the five core courses (see *A* through *E* above), the following courses are also required:

F. The following basic courses are *both* required:
Sociology 364. Family and Society
Sociology 366. Childhood and Society
G. One course selected from the following:
Behavioral Science 312. Social Psychology
Behavioral Science 317. Socialization
Behavioral Science 318. Culture and Personality
H. Two courses selected from the following:
Behavioral Science 335. Family and Kin Around the World
Sociology 365. Sex Roles and Society
Sociology 464. Family and Stress

MINOR, CONCENTRATION, AUGMENTATION

In addition to meeting the requirements for the major, the student must satisfactorily complete one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin-American Studies, Women's Studies, and Speech and Theatre

REQUIREMENTS FOR THE MINOR IN SOCIOLOGY

Four courses in sociology, totaling 20 quarter units, at least three of which must be upper division, completed with a grade of "C" or better.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Sociology has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Social Sciences has been approved for a CSB graduate in Sociology.

SOCIOLOGY COURSES

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

Lower Division

Sociology 100. Perspectives in Sociology

Survey of the nature of the field and the major concepts in sociology. An examination of the relationship between sociology and other disciplines. Selected investigations into various problem areas. Lectures and discussions. Not open to students with credit in Behavioral Science 101 or Sociology 200.

Behavioral Science 200. Introduction to Statistical Methods in the Behavioral Sciences (formerly titled Elementary Analysis of Data)

(For course description, see listing under "Interdisciplinary Courses", p. 92.)

Sociology 220. Contemporary Social Problems in American Society

An examination of social problems currently affecting the lives of a wide range of the American people. This may include discussion of such current issues as poverty, unemployment, school desegregation, the women's movement, homosexuality, the disabled, drugs, crime, welfare, and alienation. The particular social problems discussed are examined, using sociological concepts. Students are encouraged to formulate their own views regarding present and future impact of the problems on American society. One course in sociology recommended.

Sociology 277. Contemporary Sociological Topics

Extensive analysis of selected contemporary topics in sociology. Subjects vary from term to term, but include such topics as intergroup relations among especially selected groups, the use of observational techniques in sociological research, analysis of specific social problems, etc. Prerequisite: one course in behavioral science. May be repeated once on a different topic for credit.

Sociology 289. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Upper Division

Behavioral Science 300. Introduction to Research Methods

(For course description, see listing under "Interdisciplinary Courses", p. 92.)

Sociology 301. Theoretical Perspectives in Sociology

An introduction to the major theoretical perspectives that provide the conceptual basis for sociological research and analysis. Emphasis on the terminology, assumptions, and implications of the dominant theoretical frameworks in contemporary sociology, such as conflict theory, structural-functionalism, and symbolic interaction. Prerequisite: One course in sociology, anthropology or Behavioral Science, or permission of instructor.

Behavioral Science 311. Small Group Dynamics

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Behavioral Science 312. Social Psychology

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

IN ST 313. Sociology of Religion

(For course description, see listing under "Interdisciplinary Courses", p. 96.)

Behavioral Science 317. Socialization

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Behavioral Science 318. Culture and Personality

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Behavioral Science 321. Community Politics

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Sociology 322. Social Services and Social Problems

A sociological analysis of the social problems and issues currently addressed by human services agencies. Includes examination of the social philosophy upon which the emergence of the field of human services is based, as well as the role of community resources and values in the development of "helping services" agencies. Alternative models for organizing human services in the future are explored. One course in sociology recommended.

Sociology 323. Sociology of Power

An examination of the nature, sources and consequences of power, with emphasis placed on contemporary American society. Attention is given to the exercise of power on various levels of analysis, from face-to-face interaction to total societies. The relation of power to problems of social order and change is also considered. One course in sociology recommended.

Sociology 324. Sociology of Deviance

A consideration of sociological approaches to the study of deviance. Emphasis is on how deviant behavior is explained. One course in sociology recommended.

Sociology 325. Sociology of Crime

Examination of the social dimensions of crime. Various conceptual frameworks are considered and their implications for the study of crime assessed. Attention is given to the relationship between criminal behavior and the structure and organization of the criminal justice system. One course in sociology recommended.

Sociology 326. Juvenile Delinquency

An examination of the major theoretical approaches to the study of delinquency. Emphasis is on the social factors involved in the emergence of delinquent behavior and the nature of the social responses to delinquency. Attention is given to delinquency as it relates to social order and social control. One course in sociology recommended.

Behavioral Science 327. Race and Ethnic Relations

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Sociology 329. Police and Society

An analysis of the relationship between law enforcement and the social structure of the community. Includes an examination of the relation of police to minority and ethnic groups, power and social elite, and political and social action movements. One course in sociology recommended.

Behavioral Science 331. Political Sociology

(For course description, see listing under "Interdisciplinary Courses", p. 93.)

Sociology 333. Mexican Americans in Contemporary Society

An exploration of the political, social, and cultural development of the Mexican-American. Emphasis is on modern social problems and sociological factors, with evaluation of various causes and solutions of problems. Lectures, discussions, and selected investigations. One course in sociology recommended.

Sociology 334. Sociology of Total Institutions

A consideration of the historical development and organizational structure of total institutions in the United States. Emphasis is on an analysis of correctional and psychiatric facilities from a sociological perspective. Opportunities are made available for field experience in selected institutions. One course in sociology recommended.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Sociology 354. Forms of Deviant Behavior

The focus is on specific kinds of deviant behavior. The behaviors considered include drug abuse, homicide, suicide, sexual deviance, and crimes against property. Emphasis is on a description of each type of behavior, where and how it takes place, and how the community reacts to each behavior. One course in sociology recommended.

Sociology 355. Alcohol and Society

Provides an overview of variations in drinking behavior in Western and non-Western societies. Emphasis is on problem drinking and alcoholism in America. Attention given to local community programs designed to cope with alcohol abuse. One course in sociology recommended.

Sociology 364. Family and Society

An introduction to various areas in the study of the family. Areas discussed include mate selection, marriage, parenthood and parent-child relations, family life during old age, and social class and ethnic variations in family patterns. Primary emphasis is on the contemporary American family. One course in sociology recommended.

Sociology 365. Sex Roles and Society

Analysis of the cultural and social institutional maintenance of sex role differences. Emphasis is on how sex role differences are maintained by the family, the economy, the political system, religion, and education. Also included is discussion of the ways that sex role differences are maintained through art and literature, games and sports, and advertising. One course in sociology recommended.

Sociology 367. The Sociology of Health, Illness, and Medical Care

A systematic study of the sociological aspects of health, illness, and the healing professions and organizations. Focus is on analysis of the social components of both physical and mental health and disease, the dynamics of the doctor-patient relationships, social epidemiology, and the organization of health care in the United States and in selected other countries. Lectures and discussion. One course in sociology recommended.

Sociology 368. The Sociology of Mental Illness

This course focuses on the relationship between social group membership and mental illness. Topics covered include: differential social perceptions of mental illness; the nature of mental illness in other societies; the extent of mental illness in the United States; the frequency and type of traditional psychiatric complaints in various age, sex, and social class groups; variations in the nature of treatment given to these social groups; psychiatric treatment as a method of social control; the social effects of institutionalization on patients; mental illness as a learned behavior. Possible field visits to mental health agencies. Prerequisite: One course in sociology or permission of instructor.

Behavioral Science 382. The Aged: Living and Dying

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Behavioral Science 400. Data Processing in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Sociology 403. Selected Topics in Sociological Theory

An intensive investigation of selected concerns within sociological theory. This involves an in-depth critique of designated theoretical issues as determined by the instructor. Lectures and discussion. One course in sociology recommended. May be repeated for different course content.

Sociology 404. Sociology of Social Work

Examination of the basic concepts of social work practice in community and formal organizations; of implementation of social welfare policies of governmental and non-governmental agencies; of relationships and linkages among these various institutions; and of roles and goals of the practitioner in administering existing policies and programs. One course in sociology recommended.

IN ST 420. Demography

(For course description, see listing under "Interdisciplinary Courses", p. 97.)

Sociology 426. Sociology of Corrections

An examination of the socio-historical development, and organizational structure and function of corrections in Western society. Emphasis on line, administrative, and inmate interactions. Consideration of current issues in corrections. One course in sociology recommended.

Behavioral Science 430 (formerly Behavioral Science 340). Psycholinguistics

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Behavioral Science 435 (formerly Behavioral Science 335). Family and Kin Around the World

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Sociology 440. Social Stratification and Class

The study of social stratification through examination of the life styles and life chances of various social classes in America. Course topics include consideration of theories attempting to explain "who rules America," alienation in the middle and working classes, and the "hopelessness" of the lower, lower classes. In addition to drawing on selected research studies, the course attempts to make use of currently existing, local social stratification patterns as well as personal life style experiences of individual students. One course in sociology recommended.

Sociology 441. The Sociology of Organizational and Administrative Behavior

Focus is on the behavior of persons operating within a variety of organizational settings such as hospitals, banks, insurance companies, penal institutions, social service institutions, and governmental units. While the perspective is sociological, examples and findings relevant to other academic fields (e.g., psychology, business administration, education) are employed, with emphasis on development of theoretical and methodological skills as strategies for organizational problem solving. Topics covered include: alternative models of organizational behavior; organizational power and authority; supervisory styles; work group behavior; communication networks; motivation, satisfaction, and morale of employees; and organizational change. One course in sociology recommended.

Sociology 443. Collective Behavior

Structure and boundaries of social groups. Special attention to characteristics of mobs, crowds, social movements, revolutions. Role of social unrest in developing and changing social organizations. Selected investigations. Lectures and discussions. One course in sociology recommended.

Sociology 444. Social Change

Changes and trends in contemporary American society. Various approaches to change are examined, with attention given to change at different levels of organization. Current trends are examined in regard to their significance for the future. One course in sociology recommended.

Sociology 450. Social Organization of Probation and Parole

Socio-historical and theoretical perspectives to the organization and function of probation and parole. Emphasis on the organization and function of those elements of the correctional process concerned with resocialization and reintegration of offenders. One course in sociology recommended.

Sociology 464. Family and Stress

Analysis of family ability to withstand external and internal stress; community structure and family location in the community as factors in the development of and response to stress; and the relationship of individual adjustment to family reaction to stress. Discussion focuses on, for example, the following kinds of stress situations: divorce, death of a spouse or child, physical disaster, long-term physical or mental illness, chronic unemployment, and imprisonment. One course in sociology recommended.

Sociology 465. Sociology of Law

An analysis of the role of law in society. Examination of the relationships between law and social control, social value systems, and social change are examined. Special emphasis on the legal profession, courts, and police in relation to the law. One course in sociology recommended.

Sociology 466. Childhood and Society

Focuses on a sociological approach to understanding the extent to which the larger social contexts and structures affect the contemporary child. Topics covered include childrearing in the commune, violence against children, factors that shape a child's social construction of reality, and the issue of children's rights. Prerequisite: One course in Behavioral Science; one course in sociology recommended.

Sociology 477. Selected Topics in Sociology (1–5)

Offered periodically as announced. Examples of possible topics include: Sociology of Mass Communications; Role and Reference Group Behavior; Social Movements; Family and Stress. One course in sociology recommended. May be repeated for different course content.

Sociology 481. Directed Research in Sociology (1–5)

Students prepare and carry out a research proposal under faculty guidance. The preparation of the proposal includes defining the problem, reviewing relevant literature, developing a theoretical perspective and constructing a research design. Students then will be expected to complete their research project by collecting and analyzing data and writing up a final report. One course in sociology recommended.

Sociology 489. Experiential Learning (1–5)

Credit for prior work experience. Interested students should contact the department office.

Sociology 490. Senior Seminar in Sociology (6)

Consideration of the nature of the discipline. Integration of material from other courses. The relationship of sociology to other fields of study. Prerequisite: Completion of, or concurrent enrollment in, other courses required to complete the major and the minor, or permission of instructor.

Sociology 496. Internship in Applied Sociology

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

Sociology 499. Individual Study (1–5)

Individual study under the direction of a faculty member. Prerequisite: permission of instructor and approval of the department.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 94.)

Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Behavioral Science 512. Advanced Social Psychology

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Sociology 524. Seminar on Deviance

An in-depth examination of major theoretical positions advanced in the sociology of deviance. Emphasis is placed on the research and policy implications which follow from these statements. Prerequisite: One course in the sociology of deviant behavior.

Behavioral Science 540. Social Organization

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Sociology 541. The Sociology of Complex Organizations

Emphasis on intensive examination of service organizations, i.e., organizations which have people as their primary product (mental institutions, schools, hospitals, prisons, etc.). Analysis includes consideration of both formal and informal structure, the effect of the organization and its goals on both the staff and the people being served, as well as the implications for the larger society and service-oriented bureaucratic organizations. Field work required. Prerequisite: One course in complex organizations.

Behavioral Science 572. Proseminar for Marriage and Family Relations

(For course description, see listing under "Interdisciplinary Courses", p. 95.)

Sociology 577. Advanced Topics in Sociology

Exploration at an advanced level of selected topics in sociology. May be repeated for different course content.

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

Sociology 699. Individual Graduate Study (1–5)

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor.

Business

&
Public
Administration

SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

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Faculty: E. Bostick, C. J. Edgette, E. C. Erb

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Chair: J. D. Barnes
Faculty: W. B. Ayars, J. J. McNamara

PUBLIC POLICY AND ADMINISTRATION

Chair: M. Ruoss
Faculty: R. Dull, J. Goldsmith, R. W. Graves, E. P. Smith, R. J. Stillman

The School of Business and Public Administration offers an array of programs designed to train managers capable of effective leadership in today's increasingly complex private and public sectors. All programs emphasize the development of college graduates who will be: (1) equipped and willing to make decisions in the areas of policy formulation and the conduct of the affairs of business and public organizations; (2) aware of the social, economic, political, and philosophical implications and interrelationships involved in their decisions; and (3) analytic in orientation and cognizant of the conceptual foundations of their areas of application. Contributing to the program are the departments of Accounting, Finance, Management, Operations Analysis, Marketing, and Public Administration.

Two undergraduate degrees are offered. They are:

(1) Bachelor of Science in Business Administration with concentrations in:

Accounting	Management and Operations Analysis
Finance	Marketing

(2) Bachelor of Arts in Public Administration

At the Master's level, three programs are offered:

(1) Master of Business Administration (MBA)
(2) Master of Public Administration (MPA)
(3) Master of Science in Administration—Health Care Management

The undergraduate Business Administration program is accredited by the American Assembly of Collegiate Schools of Business. The school has an active chapter of Beta Gamma Sigma, the national Business honorary.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The curriculum is designed for students who wish to complete the requirements for a Bachelor of Science degree with a major in Business Administration. This curriculum has two major components: (1) a number of required courses which provide a foundation for understanding business organizations and their operations, and (2) a concentration of courses which permits an in-depth study of a selected aspect of business activities. The foundation courses required of all degree majors and the areas of specialization are identi-

fied below. (Please note that all Business Administration majors must take at least 75 quarter units of their program in courses offered by the School of Business and Public Administration or the Department of Economics, and must take at least 75 quarter units in courses offered outside business and economics.)

Foundation Requirements

The following courses or their equivalents must be completed:

Accounting: BPA 201 and 202
Economics: Econ. 101 and 102
Statistics: BPA 230 or Math 140
Mathematics: Econ 300 or Math 120
Familiarity with computer programming and data processing is strongly recommended.

REQUIREMENTS FOR THE MAJOR IN BUSINESS ADMINISTRATION

A. UPPER DIVISION CORE COURSES:

BPA 320	Management Science I
BPA 322	Management and Organizational Behavior
BPA 340	Marketing Management
BPA 370	Legal Environment of Business
IN ST 375	Administrative Processes in Government
BPA 381	Financial Management
BPA 490	Senior Seminar in Business Administration

B. UPPER DIVISION ELECTIVES

In addition to completing the foundation and core requirements specified above, students must complete four additional courses in business and/or economics for a minimum of eleven upper division courses, totalling at least 55 quarter units.

C. BUSINESS ADMINISTRATION DEGREE CONCENTRATIONS

(1) For a degree in Business Administration *without concentration* a student may select any set of four upper division courses in business administration or economics.

(2) Students may specialize in an area of concentration. These areas and their specific course requirements are listed below:

ACCOUNTING

Additional Foundation Course: One college level course in computer technology approved by Accounting faculty, e.g., Math 110, Math 210.

Required of all students concentrating in Accounting:

BPA 301	Intermediate Accounting I
BPA 302	Intermediate Accounting II
BPA 303	Managerial Accounting *or* BPA 401 Advanced Managerial Accounting
BPA 304	Federal Income Tax Accounting I

And two additional courses selected from the following:

BPA 305	Federal Income Tax Accounting II
*BPA 400	Advanced Accounting
BPA 401	Advanced Managerial Accounting
*BPA 408	Auditing

Recommended Elective: BPA 372 Business Law

*Recommended for those students planning to enter public accounting.

FINANCE

Required of all students concentrating in Finance:

BPA 383	Investments
BPA 481	Advanced Financial Management

Plus three courses in the area of emphasis, selected from the following:

General Finance (any three courses):

BPA 382	Money and Capital Markets
Econ 460	Introduction to Econometrics
BPA 480	International Finance
BPA 482	Security Analysis and Portfolio Management
BPA 484	Risk Management

Insurance (three courses):

BPA 387	Property Liability Risk Management
BPA 388	Life Insurance and Estate Planning
BPA 484	Risk Management
BPA 487	Employee Benefit Planning

Real Estate (any three courses):

BPA 389	Real Property Valuation
Econ 440	Introduction to Regional, Urban, and Rural Economics
BPA 479	Urban Planning and Public Policy
BPA 485	Real Estate Financing and Investing
BPA 486	Real Estate Capital Markets

Economics and Banking (any three courses):

BPA 382	Money and Capital Markets
BPA 386	Financial Institutions
Econ 361	Managerial Economics
Econ 420	Economics of Fiscal Theory and Policy
Econ 425	Money, Banking and the Economy
Econ 460	Introduction to Econometrics

MANAGEMENT AND OPERATIONS ANALYSIS

Four courses selected from the following:

BPA 321	Management Science II
BPA 323	Personnel Management
BPA 325	Small Business Management
BPA 417	Systems Theory in Health Care Administration
BPA 420	Leadership and Communication in Organizations
BPA 424	Labor Relations and Collective Bargaining
BPA 426	Problems in Personnel Management
BPA 430	Advanced Statistical Decision Analysis
BPA 431	Administrative Computer Techniques
BPA 435	Production and Material Control
BPA 476	Public Personnel Administration
BehSci 312	Social Psychology

MARKETING

Required of all students concentrating in marketing:

BPA 350	Consumer Behavior

Plus three courses in the area of emphasis, selected from the following:

General Marketing (three courses, including either BPA 445 or 450 or both):

BPA 352	Marketing Communications Strategy
BPA 353	Management of the Sales Function
BPA 354	Marketing Channels and Institutions Management
BPA 356	New Product and Pricing Decisions
BPA 366	Agricultural Prices and Marketing
BPA 445	Marketing Research and Control
BPA 450	Marketing Planning and Problem Solving
BPA 460	International Marketing
BPA 474	Business and Society
Econ 301	Advanced Value and Distribution Theory
Econ 361	Managerial Economics

Agrimarketing (three courses)

BPA 462	Marketing of Agricultural Products
BPA 466	Wholesaling and Retailing of Agricultural Products

BPA 467 Interregional and International Trade in Agrimarketing

MINOR IN BUSINESS ADMINISTRATION

A minor in Business Administration is available for candidates for a B.A. degree. (A minor is not required of students majoring in Business Administration.)

A student desiring a minor in Business Administration should take at least four upper division courses in Business and Public Administration for which he meets the required prerequisites, after obtaining approval from his major department.

BACHELOR OF ARTS IN PUBLIC ADMINISTRATION *

The Bachelor of Arts (B.A.) in Public Administration is intended to prepare undergraduate students for public service careers as well as to upgrade the knowledge and skills of professional personnel already employed in government organizations.

Foundation Requirements

The following courses or their equivalents must be completed.

Accounting:	BPA 201 and 202
Economics:	Econ 101 and 102
Statistics:	BPA 230 or Math 140
Political Science:	Pol Sci 101

Any student particularly interested in the application of quantitative methods and systems analysis to the public sector concentration or who plans to enter a graduate program should enroll in Math 120 or Econ 300 and gain a familiarity with computer programming.

REQUIREMENTS FOR THE MAJOR IN PUBLIC ADMINISTRATION

UPPER DIVISION CORE REQUIREMENTS:

BPA 322	Management and Organizational Behavior
IN ST 375	Administrative Processes in Government
BPA 476	Public Personnel Administration
BPA 478	Budgeting in Public Organizations
BPA 491	Senior Seminar in Public Administration

UPPER DIVISION ELECTIVES

In addition to completing the foundation and core requirements specified above, students must complete five additional courses in Business and Public Administration and Behavioral and Social Sciences as indicated below:

Degree Alternatives

(1) For a degree in Public Administration *without emphasis* a student must select three courses from the following list and complete any two additional approved upper division courses from Business and Public Administration or Behavior and Social Sciences.

BPA 370	Legal Environment of Business
BPA 470	Planning in the Public Sector
BPA 471	Administration in the Justice System
BPA 473	Public Administrators, the Press and Community Pressure Groups
BPA 475	Policy and Planning in the Justice System
BPA 479	Urban Planning and Public Policy
BPA 571	Seminar in the Administration of Justice
BPA 572	National Planning and Public Policy

* The Bachelor of Arts in Public Administration consists of work in Business and Public Administration augmented by interdisciplinary courses and courses in behavioral sciences, and thus meets the requirements of a Bachelor of Arts degree as outlined on Page 64 of the catalog.

(2) Students may specialize in an area of emphasis. These areas and their specific requirements are listed below:

Operation Analysis in the Public Sector

Required of all students:

BPA 320 Management Science I
BPA 430 Advanced Statistical Decision Analysis
BPA 431 Administrative Computer Techniques

Plus two courses selected from the following:

BPA 321 Management Science 11
BPA 381 Financial Management
BPA 435 Production and Material Control
BPA 445 Marketing Research and Control
BPA 470 Planning in the Public Sector

Public Budgeting and Financial Control

Required of all students:

BPA 381 Financial Management
BPA 470 Planning in the Public Sector
BPA 481 Advanced Financial Management

Plus two courses selected from the following:

BPA 382 Money and Capital Markets
BPA 386 Financial Institutions
BPA 430 Advanced Statistical Analysis
BPA 431 Administrative Computer Techniques
BPA 572 National Planning and Public Policy

Public Personnel Administration

Required of all students:

BPA 323 Personnel Management
BPA 420 Leadership and Communication in Organizations
BPA 424 Labor Relations and Collective Bargaining

Plus two courses selected from the following:

BPA 426 Problems in Personnel Management
BPA 470 Planning in the Public Sector
BPA 471 Administration in the Justice System
BPA 473 Public Administrators, the Press and Community Pressure Groups
BPA 487 Employee Benefit Planning

Health Care Management

Required of all students:

BPA 416 Health Services Management
BPA 417 Systems Theory in Health Care Administration
BPA 418 Health Care Planning and Policy Development

Plus two courses selected from the following:

BPA 415 Public Health Administration
SOC 367 The Sociology of Health, Illness and Medical Care
HS 330 Environmental Sanitation
HS 410 Epidemiology
InSt 420 Demography

Total required upper division course units for B.A. in Public Administration: 51

MINOR IN PUBLIC ADMINISTRATION

It is recommended that a student who desires a minor in Public Administration (a minor is not required of students majoring in Public Administration) take the following courses:

IN ST 375 Administrative Processes in Government
BPA 476 Public Personnel Administration
BPA 478 Budgeting in Public Organizations
BPA 491 Senior Seminar in Public Administration

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration is designed as a generalist graduate business program appropriate for individuals seeking to become managers. The program focuses on the broad concepts of management and business organization, with attention given not only to production and marketing but also to the human elements. The program also considers forces in the external environment which affect the operations of private enterprise.

Admission to the Program

To be eligible for admission to the program, a student must possess a baccalaureate degree from an accredited college or university and must show high promise of academic success. Typical standards for determining promise of academic success are:

(1) A satisfactory grade point average (based upon a four-point scale) comprising at least one of the following:

(a) A grade point average of 2.50 in all undergraduate course work, or

(b) A grade point average of 2.75 in all upper division course work.

(2) A satisfactory score on the Graduate Management Admissions Test.

The program is designed to accommodate the part-time as well as the full-time student. Classes will be scheduled in the late afternoon and evening. Full-time students who have completed the foundation requirements may complete the degree program in four quarters.

The Program

The Master of Business Administration program has two interrelated sets of core requirements: (1) an undergraduate foundation of courses which assures that each student begins graduate-level work with a basic understanding of business management, and (2) a core of graduate courses designed to treat the array of business management functions in depth.

Foundation Requirements

The following courses or their equivalents must be completed before students may enroll in graduate-level courses offered for the degree:

Mathematics and Statistics:	BPA 523
Accounting:	BPA 500
Economics:	Econ 500
Management Science:	BPA 320
Management Organizational Behavior:	BPA 322
Marketing:	BPA 340
Legal Environment of Business:	BPA 370
Financial Management:	BPA 381

Graduate Requirements

Forty-five (45) units of approved graduate work are required for the Master of Business Administration.Thirty-five (35) of these units must be in 600-level courses from Business and Public Administration; the remaining ten (10) units may be in approved 400- and 500-level courses. All candidates for the degree must complete the following core courses:

BPA 613	Accounting for Management Decision Makers
BPA 622	Managerial and Organizational Performance
BPA 631	Management Science Methods
BPA 640	Seminar in Marketing Management
BPA 680	Financial Policy
BPA 690	Seminar in Business Policy

MASTER OF PUBLIC ADMINISTRATION

The Master of Public Administration offers a broad program appropriate for the individuals aspiring to professional administrative positions in the government or "volunteer" sectors. The program is designed to develop the special abilities required for performance in organizations having both economic and social objectives.

Admission to the Program

Requirements for admission to the Master of Public Administration program are the same as those to the Master of Business Administration program except that applicants in the Public Administration area must take the Graduate Record Examination rather than the Graduate Management Admission Test.

The Program

The program includes both a common core of foundation requirements designed to insure a commonality of background educational experience and a core of graduate requirements designed to provide maximum breadth of topic coverage.

Foundation Requirements

The following courses, or their equivalents, must be completed before students may enroll in graduate courses offered for the degree:

Mathematics and Statistics:	BPA 523
Management:	BPA 322
Economics:	Econ 500
Accounting:	BPA 500
Public Administration:	IN ST 375

Familiarity with computer programming is recommended.

Graduate Requirements

Forty-five (45) units of approved course work are required for the Master of Public Administration. All candidates for the degree must complete the following six core courses:

BPA 622	Managerial and Organizational Performance
BPA 630	Statistical Analysis for Managerial Decisions
BPA 671	Seminar in Public Administration
BPA 673	Personnel Resources Planning and Collective Bargaining in the Public Sector
BPA 679	Public Budgeting and the Administration of Financial Resources
BPA 691	Seminar in Public Policy Analysis

Degree Alternatives

For a Master of Public Administration Degree *without emphasis* a student must complete any three (3) additional approved courses at the 500 level or higher (selected 400 level courses may be substituted with the consent of the advisor).

Students may select an emphasis by taking the required three (3) additional courses as listed below:

Administration of Justice

BPA 471	Administration in the Justice System
BPA 475	Policy and Planning in the Justice System
BPA 571	Seminar in the Administration of Justice

Planning Administration and Public Policy

BPA 470	Planning in the Public Sector
BPA 479	Urban Planning and Public Policy
BPA 572	National Planning and Public Policy

Recreational Administration

PE 435	Recreation
PE 440	Recreational Leadership
PE 450	Recreational Programming, Management of Areas and Facilities

MASTER OF SCIENCE IN ADMINISTRATION—HEALTH CARE MANAGEMENT CONCENTRATION

The Master of Science in Administration—Health Care Management is designed to develop managerial skills of those who elect to enter the rapidly growing private and public health care field.

Admission to the Program

Requirements for admission to the program are the same as those for admission to the Business Administration and Public Administration programs except that the student has the option of taking either the Graduate Management Admission Test or Graduate Record Examination.

The Program

As with the other graduate programs, the Health Care Management concentration has both undergraduate foundation requirements and the required common core of graduate requirements.

Foundation Requirements

The following courses, or their equivalents, must be completed before students may enroll in graduate courses offered for the degree:

Mathematics and Statistics:	BPA 523
Accounting:	BPA 500
Economics:	Econ 500
Management:	BPA 322
Budgeting or Finance:	BPA 381 or BPA 478

Graduate Requirements

Forty-five (45) quarter units of approved graduate work are required for Health Care Management. Thirty (30) of these units must be in 600-level courses from Business and Public Administration; the remaining fifteen (15) units may be in approved 400- or 500-level courses. All candidates for this degree must complete the following core courses:

BPA 417	Systems Theory in Health Care Administration
BPA 622	Management and Organizational Performance
BPA 626	Administration of Health Care Organizations and Agencies
BPA 623	Seminar in Personal Management
or BPA 673	Personnel Resources Planning and Collective Bargaining in the Public Sector
BPA 687	Seminar in Financial Issues in Health Care
BPA 692	Graduate Seminar in Health Care Planning, Policy, and Legal Requirements

COURSES

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

Experiential Learning

Students may be awarded experiential credit in those cases where the life-learning experience merits the award:

BPA 289	1–5 units of lower division credit
BPA 489	1–5 units of upper division credit

Interested students should contact the office of the school dean.

Lower Division

BPA 100. Perspectives in Business

The conceptual foundations of business are covered, with consideration of the roles and social responsibilities of business in modern society. An explanation of American business enterprises and their functions. Case studies and practical problems illustrating current practices and functional interrelationships in important areas of business organizations. Relation of the study of business to other disciplines. Not open to upper division BPA students.

BPA 201. Introduction to Financial Accounting

The nature and purposes of financial information systems, the accounting cycle, the theory, analysis and interpretation of financial statements.

BPA 202. Introduction to Planning and Control Systems

A continuation of BPA 201, including an emphasis on basic managerial accounting concepts and systems. Prerequisite: BPA 201.

BPA 230. Statistical Decision Analysis

An examination of elementary stochastic methods and inferential models as applied in business analysis and decision making. Not open to students who have already taken statistics.

BPA 280. Personal Finance

Primary emphasis is on the concepts relevant to individual and family financial decision making. Financial planning, including the use of consumer credit, purchase of major durable goods, the use of mortgage credit, and anticipation of retirement are considered. To insure an understanding of the course material, real world examples are explored through case studies and outside speakers.

Upper Division

BPA 301. Intermediate Accounting I

Financial accounting theory, concepts and underlying issues, together with an evaluation of the special problems that arise in applying accounting concepts. Prerequisite: Two prior courses in accounting, Economics 101, and Mathematics 105.

BPA 302. Intermediate Accounting II

Continuation of BPA 301. Prerequisite: BPA 301.

BPA 303. Managerial Accounting

Internal accounting, with emphasis on generation of information for managerial planning and control. Cost accumulation through conventional systems; comparison of budgeted and historical data; introduction of standards; and analyses of variances. The concepts of direct costing, responsibility accounting, and distribution costs. Prerequisite: Two prior courses in accounting, Economics 101, and Mathematics 105.

BPA 304. Federal Income Tax Accounting I

Basic concepts applicable to all taxpayers, with particular emphasis on the individual taxpayer. Prerequisite: BPA 202 or permission of instructor.

BPA 305. Federcl Income Tax Accounting II

Taxation of partnerships, corporations, estates and trusts. Prerequisite: BPA 304.

BPA 320. Management Science I

An introduction to the use of mathematical and statistical models in managerial decision making. Emphasis is on the formulation of mathematical models from an applied viewpoint with regard to allocation, competition, inventory, project management, and transportation problems. Probability theory, management information systems, PERT, inventory control models, and linear programming are among the models examined. Prerequisites: Math 120 or Econ 300 and Math 140 or BPA 230.

BPA 321. Management Science II

A continuation of BPA 320, with emphasis on non-linear programming, dynamic programming, games and strategies, Markov analysis, queuing and simulation models. Prerequisite: BPA 320.

BPA 322. Management and Organizational Behavior

Fundamental concepts applied to management processes and organizational relationships. Operating structures, individual motivation and control, group interactions, communication systems, conflict elements and their resolution, are examined in the course. Applications to real situations, taking into account the impact of internal and external forces. Prerequisite: Junior standing.

BPA 323. Personnel Management

Policies and practices affecting the management of manpower resources in business organizations. A survey of the employment process, compensation and motivation systems, employee training and development practices, performance appraisal methods, and union-management relations. Prerequisite: BPA 322 or permission of instructor.

BPA 325. Small Business Management

A comprehensive study of the managerial considerations for the small business entrepreneur. Acquisitions, location, legal considerations, staffing, finances, taxation, marketing, labor relations, and other topics of interest to small business management will be analyzed.

BPA 340. Marketing Management

A study of the nature and role of marketing in advanced economies in a managerial context. Analysis of consumer wants, motivation and purchasing power, and introduction to and formulation of optimizing mixes between product, pricing, distribution, and promotional variables. Prerequisite: Junior standing.

BPA 350. Consumer Behavior

An analysis of the individual and aggregate market behavior of consumers and of the use of theoretical and empirical consumer information in developing marketing policy and strategy. Prerequisite: BPA 340.

BPA 352. Marketing Communications Strategy

An integrated approach to planning and creating the firm's total marketing communications program, primarily advertising, sales promotion, and public relations. Surveys the entire field of promotion in its social and management context and develops the creative approach, strategy, and tactics necessary to realize the objectives of the marketing program. Prerequisite: BPA 340.

BPA 353. Management of the Sales Function

Managerial and analytical orientation. Emphasis on sales planning, analysis, and control, including market and sales forecasting, territorial layout and quantitative analysis of the field sales force, with special attention to profitability studies of product line, territories, and salesman effectiveness. Prerequisite: BPA 340.

BPA 354. Marketing Channels and Institutions Management

A critical analysis and evaluation of concepts, theories and strategies that influence the wholesaler's and retailer's decisions pertaining to current and emerging issues. Analysis of problems in management of the movement and handling of goods from point of production to point of consumption or use, including the management of retailing and wholesaling institutions. Development of strategy for choice of effective channels. Prerequisite: BPA 340.

BPA 356. New Product and Pricing Decisions

The course deals with analytical methods for the solution of marketing problems with emphasis on new product and pricing decisions. The new product portion of the course deals explicitly with product innovation and diffusion of innovations. The pricing section of the course examines the environment of pricing; effect of legislation; contributions to pricing from economic theory, management science, and the behavioral sciences. Prerequisite: BPA 340.

BPA 370. Legal Environment of Business

Designed to acquaint the student with the legal aspects of business operations and with the legal rights, obligations, and responsibilities of a member of society in his relationships with others. Prerequisite: Junior standing.

BPA 372. Business Law

An introduction to business law to include the law of contracts, agency, sales, property, trusts, estates, bailments, commercial paper, liens, and bankruptcy. Not open to students who have taken two lower division business law courses.

IN ST 373. Business in American Life

An interpretation about how business considered as a profit-seeking activity has influenced the tenor and quality of life in the United States from the period of the Revolution to the recent past. Carries credit in either History or Business and Public Administration.

IN ST 375. Administrative Processes in Government

This course provides an introduction to the field of public administration and assumes no previous familiarity with the subject. Topics surveyed include the role of government in American society, the historic development of the public service, management issues related to modern governmental enterprises, problems of personnel, public budgeting, and alternative strategies for securing administrative responsibility. The course focuses on readings and cases pertaining to local and state administration, although issues involving the federal level are discussed where appropriate. Satisfies U.S. Constitution and California Government portion of the American Institutions requirement.

BPA 381. Financial Management

Theoretical and practical concepts underlying the analysis of the acquisition, management, and disposition of funds by the corporate financial manager. Prerequisites: BPA 201 and 202.

BPA 382. Money and Capital Markets

Analysis of money and capital markets. Application of interest theory and flow of funds analysis to the markets for stocks, bonds, mortgages and other financial instruments. Prerequisite: BPA 381.

BPA 383. Investments

Supply and demand for capital. Principles of analysis of various types of securities, securities markets, and financial institutions. Formulation of investment strategies. Prerequisite: BPA 381 or permission of instructor.

BPA 386. Financial Institutions

A survey of financial institutions, with emphasis on operating practices and interrelationships. Special attention given to differences among institutions: commercial banks, savings and loans, investment firms, etc. Additional emphasis on local financial institutions. Prerequisite: BPA 381.

BPA 387. Property and Liability Risk Management

An analysis of property and liability exposures of business firms. Focuses upon the identification of loss exposures, selection of the appropriate loss financing technique, analysis of property and liability insurance contracts, and the implementation of risk managment decisions.

BPA 388. Life Insurance and Estate Planning

An analysis of life and health exposures, types of insurance contracts, life insurance legal concepts, life insurance policy provisions, health insurance, mathematics of life insurance, business uses of life insurance and the fundamentals of estate planning. The emphasis is on applications to business firms, although many concepts apply to individuals as well.

BPA 389. Real Property Valuation

Examines the characteristics of real properties; the use of appraisal techniques; the influence of leverage; and the application of advanced statistical techniques to the valuation of real property.

BPA 393. Intercollegiate Business Policy Games (2)

This course consists of a three-quarter sequence during which a team of students prepares for and competes in International Business Policy Games. The fall and winter quarter segments are taught locally and consist of lecture and discussion geared toward preparation of the student team to compete in the computerized game competition held in Reno, Nevada, in early spring. Offered on a credit, no-credit basis only. May be repeated for credit. Prerequisite: Permission of instructor.

BPA 400. Advanced Accounting

Special problems of accounting for partnerships, combined corporate entities, fiduciaries, special sales contracts, and governmental units. Prerequisite: BPA 302.

BPA 401. Advanced Managerial Accounting

The generation, communication and use of accounting data in the management functions. The application of quantitative techniques to management problems such as segment reporting, distribution costs, capital budgeting, and pricing policy. Prerequisites: BPA 202 or 303, BPA 320, BPA 322, and BPA 381.

BPA 408. Auditing

The fundamentals of auditing theory and practice; ethical standards, auditing standards, auditing techniques, and the audit report; special emphasis on independent audits by CPAs and the CPA's role in society. Prerequisites: Accounting Core, BPA 320, and demonstrated computer proficiency.

BPA 415 Public Health Administration

A study of the evolution and development of public health practices, concepts, and regulations. This course focuses on the structure and process by which public health programs are administered at the international, national, state, and local levels and relates these programs to disease indices and community need. (formerly HSA 402)

BPA 416 Health Services Management

An analysis of management and organization principles required for the effective and efficient operation of health care organizations and agencies. This course discusses the internal and environmental constraints of health institutions and describes how management theory can be used to resolve these problems.

BPA 417 Systems Theory in Health Care Administration

A study of the concepts and techniques used in systems analysis and management audit. This course focuses on both a theoretical and practical application of systems theory and applies these principles to specific problems in the health care field. (formerly HSA 408).

BPA 418 Health Care Planning and Policy Development

An analysis of the government's involvement in and regulation of the health industry. This course discusses the evolution of government legislation in the health field and describes the development of health policy related to workforce planning, facility operations, consumer interaction, and medical insurance. Particular emphasis will be placed on federal and state legislation and the impact of these laws on health care organizations and agencies. (formerly HSA 410)

BPA 420. Leadership and Communication in Organizations

The examination of leadership practices and their effect. The emphasis is on both theories and techniques associated with effective leadership and communication in both public and private organizations in order to foster positive interpersonal relationships throughout the organization. Readings, discussion, and case analysis. Prerequisite: BPA 322 or permission of instructor.

BPA 424. Labor Relations and Collective Bargaining

Dynamics of the relationship between unions and management. Emphasis is on understanding the forces affecting the actions and decisions of the parties to labor contracts and labor negotiations. Includes a study of labor organizations, labor legislation, labor management, negotiating issues and practices, with special attention to the social, political, and organizational practices which influence labor-management relations. Prerequisite: BPA 322.

BPA 426. Problems in Personnel Management

Current problems affecting personnel policy, strategy, and decision making are examined: labor market analysis, manpower planning, job design, personnel appraisal, employee surveys, and organization development. Case analysis and presentation, research reports, and discussion of contemporary issues. Prerequisites: BPA 322 and senior standing.

BPA 430. Advanced Statistical Decision Analysis

The application of statistical methods employed in the making of managerial decisions. Emphasis is on applications and limitations of Bayesian and traditional multivariate statistical techniques. Prerequisites: Math 120 or Econ 300 and Math 140 or BPA 230.

BPA 431. Administrative Computer Techniques

Introduction to the logic and practice in digital computer solution of problems encountered in accounting, inventory, sales, and other operational aspects of a firm. Use of a procedure-oriented artificial language such as COBOL or PL/1 to solve problems of graduated difficulty. Prerequisite: BPA 202.

BPA 435. Production and Material Control

Development and operation of systems for production control, with special emphasis upon comprehensive problems relating to: design of production systems, production planning and control, plant layout and materials handling, work measurement and incentive wages. Prerequisite: BPA 320 or permission of instructor.

BPA 445. Marketing Research and Control

A study of the concepts underlying the collection and analysis of data for marketing decision making and control. Surveys the application of scientific methodology as an aid to problem formulation, exploratory research, basic observational and sampling requirements, data analysis, interpretation, reporting, and control. Prerequisites: Basic statistics; BPA 340, BPA 320, BPA 430 recommended.

BPA 450. Marketing Planning and Problem Solving

Focuses upon formal marketing planning and analysis of problems facing the marketing executive. Practical case studies utilized for the identification and analysis of marketing problems, selection and evaluation of alternative solutions and plans, and implementation of recommended strategies. Prerequisites: BPA 340 and two additional marketing courses, or permission of instructor.

BPA 460. International Marketing

Analysis of the development of international marketing strategies and programs from the determination of objectives and methods of organization through execution of research, advertising, pricing, distribution, financing, and manpower 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: BPA 340.

BPA 462 Marketing of Agricultural Products

The firm or producer and the relationship with its external environment. Consumer and industrial marketing research including internal practices as well as external services available. Techniques for analyzing various agricultural products and markets. The internal organizational structure. Innovation of and management of agricultural products. The interrelationship of brand names, the design of packages, advertising, and promotion. Personal selling. Pricing the consumer and industrial product. Forecasting sales, profit and control of marketing costs.

BPA 466 Wholesaling and Retailing of Agricultural Products

Identification of U. S. markets. Study of export markets, sales administration, types of wholesaling and retailing structures. Setting purchasing standards. Physical distribution in agrimarketing.

BPA 467 Interregional and International Trade in Agrimarketing

An analytical examination of problems associated with multi-plant and/or multi-market firms as related to agrimarketing. This will include importing of agricultural products to be sold in the U.S. as well as exporting of agricultural products to be sold in other countries. Emphasis will be on efficiencies developed through discovery and development of markets.

BPA 470 Planning in the Public Sector

An introduction to principles and practices of city and regional planning. Provides the student an opportunity to explore the role of planning in meeting human needs, e.g., environmental, political, social. Explores the practical application of planning theory to contemporary urban and regional problems. This course emphasizes the practice of planning through basic tools such as the General Plan, Zoning, and Community Redevelopment.

BPA 471. Administration in the Criminal Justice System

An introductory course providing an overview of the major components of the criminal justice system as well as the interrelationships between the system's primary components. Emphasis on the management, personnel, decision making, and planning problems faced by administrators within the criminal justice system.

BPA 472. Administrative Law

A careful survey and analysis of major laws and legal concepts important for administrators serving within public agencies. The course reviews such subjects as legislative delegation of power to administrators, the nature and role of administrative discretion, administrative rule-making, adjudication, judicial review, and general principles of administrative law.

BPA 473. Public Administrators, the Press, and Community Pressure Groups

This course deals with public pressure processes such as lobbying, public hearings, advisory committees, community action, and participatory planning. The impact of the media on administrative decision making also is examined in detail. The underlying theme is the role of the administrator in understanding and coping with the influence of the press and community pressure groups.

BPA 474. Business and Society

An examination of the social and economic setting in which today's businessman must operate. Special emphasis on management's social responsibilities. Prerequisite: Junior standing.

BPA 475. Policy and Planning in the Justice System

An examination of policy-development processes in various elements of the criminal justice system with attention to their interrelationships. The role of the Criminal Justice Planning Councils is explored and a planning methodology introduced, with opportunities for practice.

BPA 476. Public Personnel Administration

This course explores several of the major issues and ideas of public personnel administration: promotion, pay, and firing of civil servants; the merit system; civil service boards; collective bargaining in the public sector; and ethical problems of modern civil servants. Conducted on a seminar basis. Prerequisite: IN ST 375.

BPA 477. Selected Topics in Business

Study of one or two selected topics in business each term. These topics, not covered in depth in regular course work, might include agribusiness, automation, business ethics, executive mobility, industrial engineering, location of industrial enterprise, environmental pollution, and wage incentives. Prerequisite: Announced for each course.

BPA 478. Budgeting in Public Organizations

An examination of the role of the modern public budget in determining governmental policy, in coordinating public agencies, in controlling expenditures, in affecting intergovernmental relations, and in its impact on the private economy. Emphasis placed on understanding budgetary reform, the Budgetary Cycle, and the role of the Office of Management and Budgeting and Congressional Committees in budget preparation. Prerequisite: IN ST 375.

BPA 479. Urban Planning and Public Policy

An introduction to the philosophy, theory, and practice of urban planning. A survey of the development of cities and urban regions and the structure and function of contemporary cities; a critical review of alternative theories, recent trends, and new directions in American planning concepts and institutions. Analysis of the content, function, and legal aspects of land-use controls, construction codes, mass transit, urban renewal, model cities, new towns, and related aspects of policy and program implementation.

BPA 480. International Finance

An analysis of the problems facing financial managers in international operations, including a study of international financial institutions. Case analysis. Prerequisite: BPA 381.

BPA 481. Advanced Financial Management

Builds on the concepts introduced in financial management. The important concept of risk is introduced and methods for its analysis are explored. Case method. Prerequisite: BPA 381.

BPA 482. Security Analysis and Portfolio Management

Analysis of financial statements and security valuation. Emphasis on investment portfolios rather than individual financial instruments. Application of quantitative techniques for investment decisions. Prerequisite: BPA 383.

BPA 484. Risk Management

Risk management as it applies to the business setting. Use of both insurance and noninsurance techniques of handling business risks.

BPA 485. Real Estate Financing and Investing

Theoretical and pragmatic methods of analyzing real estate investments. Real estate investment opportunities are evaluated in the context of personal and business investment objectives. Satisfies the prerequisite of advanced real estate financing for the California real estate broker license. Prerequisite: BPA 381.

BPA 486. Real Estate Capital Markets

Identification and analysis of sources and uses of real estate credit and equity funds, market trends and criteria for evaluating private and public demand for housing, and governmental housing policies and programs. Prerequisite: BPA 381.

BPA 487. Employee Benefit Planning

A treatment of employee monetary compensation other than salary. Topics include group life and health insurance, pension plans, profit sharing plans, savings plans, HR10 plans, IRA's, tax deferred annuities and nonqualified deferred compensation. Also included is the impact of ERISA on benefit plans.

BPA 490. Senior Seminar in Business Administration (6)

A terminal integrating course. Analysis of a wide range of policy decisions, with focus on the role of the executive in planning and implementing programs. Prerequisites: BPA 320, 322, 340, 370, 381, or permission of instructor.

BPA 491. Senior Seminar in Public Administration (6)

An interdisciplinary seminar for students in public administration. Broad topic areas examined: (1) the structure and environment of modern public bureaucracy; (2) the key administrative processes such as decision making, leadership, communications, budgeting, and personnel; (3) alternative forms of administrative structures including those which presently may be regarded as "utopian."

BPA 496. Directed Study in Administration (1-5)

Students are assigned to various business firms 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 as enrollments are limited.) Prerequisite: Permission of instructor. May be repeated for credit.

BPA 499. Individual Study (1-5)

Individual projects or directed reading for students qualified to carry on independent work. Prerequisite: permission of instructor and school dean.

Graduate Courses

Note: Only students who are "Classified" may enroll in 600 level courses.

BPA 500 Essentials of Accounting

A summary of the principles and procedures applied to data collection, analysis, and reporting, followed by studies of internal uses of data in management planning, control, and evaluation functions. Examples include profit-oriented, public and private not-for-profit, and governmental activities. This course is designed to serve as a foundation requirement for all masters programs offered by BPA and is not open to students who have completed both BPA 201 and 202 or equivalent. This course is not applicable toward graduate degree requirements and is offered only on a credit/no credit basis.

BPA 523 Quantitative Methods for Business

An introduction to numerical methods, mathematical and statistical, used in business and public research or analysis, with emphasis on algebra, matrix algebra, differential calculus and statistical methodology, including regression and correlation analysis. This course is designed to serve as a foundation requirement for all masters programs offered by BPA and is not open to students who have completed both BPA 230 and Econ 300 or equivalent. This course is not applicable toward graduate degree requirements and is offered only on a credit/no credit basis.

BPA 571. Seminar in the Administration of Justice

Advanced seminar for students with a major interest in administration in some element of the criminal justice system. Emphasis on research and field investigations of current administrative and policy problems which cut across the total system. Prerequisite: BPA 471 or consent of instructor.

BPA 572. National Planning and Public Policy: Development and Implementation

Study of the evolution of the planning function in the federal government. Consideration of the theory, philosophy, practice and implications of national socio-economic planning as a framework within which to better understand the interaction of government and private enterprise. Examination and evaluation of tools and concepts, including a systematic analysis of synoptic, strategic and indicative planning. Critical exploration and comparative study of systems of public planning currently in use in major developed and less developed nations. Alternative planning systems compared regarding goals, philosophy, organization, institutions and administrative practice.

BPA 593. Intercollegiate Business Policy Games (2)

This course consists of a three-quarter sequence during which a team of students prepares for and competes in International Business Policy Games. The fall and winter quarter segments are taught locally and consist of lecture and discussion geared toward preparation of the student team to compete in the computerized game competition held in Reno, Nevada, in early spring. Offered on a credit, no-credit basis only. May be repeated for credit. Prerequisite: Permission of instructor.

BPA 605. Seminar in Accounting Theory

Current topics in financial accounting theory and practice.

BPA 613. Accounting for Management Decision Makers

Basic accounting concepts and procedures, stressing internal uses of data by management. Application of data thus generated to management's problems involving cost control, transfer pricing, feasibility studies, incremental cost analysis, and related topics. (Not open for credit to students who have completed BPA 401.)

BPA 622. Managerial and Organizational Performance

Examination of major concepts and theories as they affect behavior and performance in organizations. Communication, motivation, decision making, and related processes are analyzed for their content and impact. The course seeks to develop the student's ability to analyze and evaluate organizational conditions and to expand his understanding of human behavior in organizations.

BPA 623. Seminar in Personnel Management

Special topics in the area of personnel management are examined in depth, including recruitment, selection, training, evaluation, wage and salary administration and related personnel functions. Prerequisite: BPA 322 or 323 or permission of instructor.

BPA 624. Seminar in Labor-Management Relations

Special topics in the area of labor-management relations are examined in depth, including labor history, labor legislation, collective bargaining, impasse resolution techniques, comparative industrial relations systems, and labor markets. Prerequisite: BPA 424 or permission of instructor.

BPA 625. Personnel Problems and Current Issues in the Health Field

An analysis of personnel problems, issues, and trends related to health care organizations. Emphasis on the theory and practice of personnel administration: wage and salary considerations, guidance and counseling, and employer-employee relations, including union involvement of health care professionals.

626. Administration of Health Care Organizations and Agencies

This course focuses on the internal and environmental constraints in the administration of health care organizations and agencies. Emphasis on the effective and efficient management of these health institutions and their role in the total health care delivery system.

BPA 630. Statistical Analysis for Managerial Decisions

A systematic treatment of Bayesian and classical approaches to the analysis of managerial decision problems. Topics include probability, probability distributions for discrete and continuous data and their application to Bayes' Theorem, Central Limit Theorem, variance analysis, and multiple regression and partial correlation methods.

BPA 631. Management Science Methods

Development of analytical techniques and models of management science with applications to business problems and management decision-making. Topics include linear programming, dynamic programming, network analysis, and deterministic and probabilistic management science models.

BPA 640. Seminar in Marketing Management

Development of marketing strategy for the organization and design of integrated product-service, promotion, and distribution programs utilizing systems analysis. Intensive analysis of management's marketing problems, including market analyses, pricing, channels of distribution, promotion, competition, product strategies, and marketing research.

BPA 642. Seminar in Consumer Behavior

Intensive analysis of behavioral science concepts, theories, and current empirical research in buyer behavior. Research orientation requires developing an understanding of statistical tests and research designs currently employed in buyer behavior. Equal emphasis on developing creative marketing strategy and programs on the basis of such research.

IN ST 661. Managerial Economics

A study of the tools of economic analysis oriented toward analysis of managerial behavior and the managerial decision-making process as related to demand analysis, cost and pricing problems, market organization, forecasting, capital budgeting, and location analysis.

BPA 668. Seminar in Contemporary Problems of Agrimarketing

To include such topics as the relationship of agrimarketing to current legislation, labor relations, internal market conditions, and status of export markets.

BPA 671. Seminar in Public Administration

Examination of major concepts and issues in public administration. History of the development of the modern public service and bureaucracy. Investigation of the role of the public sector in American society and culture. A survey of current management and personnel practices in the public sector.

BPA 673. Personnel Resources Planning and Collective Bargaining in the Public Sector

Study of the public personnel and civil service systems in the federal, state, and local governments. Review of the methods of recruitment, promotion, discipline, and termination. Contemporary issues in collective bargaining and labor relations discussed.

BPA 674. State and Local Public Management Processes

An examination of management practices and problems in local and state governments, with emphasis on the importance of the administrative staff in coordinating and controlling local government activities and on current methods of organization, staffing, budgeting, planning, and administrative communications. Particular attention given to City of Bakersfield, Kern County and State of California.

BPA 676. Public Policies Toward Business

Analysis of laws, judicial decisions and governmental regulations affecting business operations and management decisions. The course seeks to examine the nature of the broad social, political, and legal influences exerted upon enterprise management in the American economy.

BPA 677. Selected Topics in Administration (1–5)

In-depth study of a selected topic or topics not covered in regular courses. May be offered in response to student demand or instructor interest. Normally will involve extensive research and individual student projects. Prerequisite: Announced for each topic.

BPA 679. Public Budgeting and the Administration of Financial Resources

Investigation of the role of the budget in public administration. The course focuses on the impact of executive agency and legislative relationships upon the financial resources of state and local governments and the impact of public expenditures upon public policy.

BPA 680. Financial Policy

Formulation of financial policies for obtaining and using financial resources. Emphasis placed on the theoretical and practical problems in planning and controlling a company's financial structure, capital investments, working capital, long-term financing, and mergers and reorganizations. Case method.

BPA 682. Seminar in Portfolio Management

Discussion and analysis of portfolio theory as a financial decision tool. Application of quantitative techniques through cases and problems. Emphasis directed toward evolving financial concepts and theories as they relate to portfolio theory.

BPA 685. Seminar in Capital Markets

Examination of the flow of funds through financial institutions in selected capital markets, including the markets for bonds, mortgages, and corporate stocks. Also covered are the theoretical and empirical effects of governmental monetary policy.

BPA 687. Seminar in Financial Issues in Health Care

A comprehensive analysis of financial and budgetary issues related to the management and control of health care institutions. Focus is on the theoretical and practical aspects of financial management, the problem of allocating limited financial resources, the use of cost efficiency techniques, and the dependence of health care organizations on third-party reimbursement and government programs.

BPA 690. Seminar in Business Policy

An integrating course to be taken near the end of a student's program of study. Analysis of a wide range of policy decisions, with focus on the role of the executive in planning and implementing programs.

BPA 691. Seminar in Public Policy Analysis

An integrating capstone seminar which focuses on initiation, formulation, and implementation of public policy, utilizing a series of exercises or cases in policy development, analysis, and decision making and drawing on the experience of practitioners intimately associated with these problems.

BPA 692. Seminar in Health Care Planning, Policy, and Legal Requirements

A study of the planning process, policy formulation and legal requirements of the Health Care Delivery System.

BPA 696. Internship in Administration

Students are assigned to various business firms 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 as enrollments are limited.)

BPA 698. Research in Administration

Broad research skills are developed with exploration of research methods and methodology and design of overall strategies of research. In addition, attention is devoted to methods of appraising research quality. Interdisciplinary contributions applicable to business research are studied, with emphasis on currently emerging philosophies of scientific method.

BPA 699. Individual Graduate Study (1-5)

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. Prerequisite: Advancement to candidacy.

Education

EDUCATION

SCHOOL OF EDUCATION

Dean: D. O. Hancock

The College provides opportunities for pre-professional and graduate preparation in education through the School of Education. Programs are offered of sufficient scope to prepare students for completing State of California elementary and secondary teaching credentials and fifth-year and graduate programs.

Students planning to enter the teaching profession must combine academic with professional studies. Their work in the School of Education is designed to complement the instruction provided by other components of the College.

The School of Education has administrative responsibility for elementary and secondary education, physical education, school specialist and services credentials, and graduate degree program concentrations.

DEPARTMENT OF TEACHER EDUCATION

Chair: C. Miller

Faculty: L. Kellenberger, B. Michals, D. Moody, J. Ritter, J. Strunka, M. Swank, L. Webb, J. Wilson, H. Zimmerman

The programs and services of this department are directed toward the pre-service preparation of teachers who are seeking a California credential. The department also provides in-service education for persons already employed, and work toward the Masters' degree in Education.

In July, 1973, the college was granted approval to offer credential programs under the Teacher Preparation and Licensing Law of 1970 (The Ryan Act). Under this program a person may complete the requirements for: (a) the "Single Subject" credential which authorizes the holder to provide instruction in that subject in California schools in preschool, kindergarten, and in grades 1 to 12 inclusively; and/or (b) the "Multiple Subjects" credential which authorizes the holder to provide instruction in any self-contained classroom in the preschool, kindergarten, and grades 1 to 12 inclusively.

NOTE: The Commission for Teacher Preparation and Licensing shall waive the subject matter examination requirement for graduates of California State College, Bakersfield who hold subject matter degrees specified by the Commission. (For specific degree, see major department.)

Students who transfer from other California colleges must have an examination waiver from the college from which they earned their degree.

ADVISING

In consonance with College policy, all undergraduate students seeking the Single Subject credential are assigned to advisors in the area of their undergraduate major for counseling regarding general education, majors and minors, and electives. Students who are pursuing the Liberal Studies major are assigned advisors by the provost of the Academic Village. Students who are planning to qualify for credentials or are planning to enroll in professional education courses should seek information regarding their program from the credentials office of the School of Education.

APPROVED SINGLE- AND MULTIPLE-SUBJECT-DEGREE WAIVERS

The following table includes a cross-listing of the degree majors approved by the Commission for Teacher Preparation and Licensing for waiver purposes for each credential:

Credential	*Degree Major*	*See Page*
Multiple Subjects:		
Child Development	BA-Child Development	78
Liberal Studies	BA-Liberal Studies	81
Single Subject:		
Art	BA-Fine Arts	126
English	BA-English	113
Foreign Languages	BA-French	138
	BA-Spanish	139

Music	BA-Fine Arts	131
Physical Education	BS-Physical Education	260
Mathematics	BS-Mathematics	160
Physical Science	BS-Physical Sciences	180
	Concentration: Physics	
	BS-Chemistry	104
	BS-Earth Sciences	183
Life Science	BS-Biology	99
	BS-Chemistry	104
Social Sciences	BA-Anthropology	203
	BA-Economics	109
	BA-Political Science	188
	BA-Psychology	194
	BA-Sociology	209
	BA-History	151
History	BA-History	151
Government	BA-Political Science	188

ADMISSION TO CREDENTIAL PROGRAMS

A student must be admitted to the college in order to make application to the professional teacher education and credential program. Before being permitted to enroll in a credential program, the student must have made formal application, been screened according to established criteria, and been formally admitted to teacher education through the School of Education. Students may apply as early as the last quarter of their sophomore year or any time thereafter. Students may be required to complete 15 quarter units at CSB before being fully admitted to the program. Only one group of Single Subject credential candidates is accepted each year. Students may start the program in spring quarter or summer session by taking Early Field Experience and General Methods. Applicants should apply by January 15.

Two groups of multiple subjects credential candidates are accepted each year. Students may enter the program in fall or winter quarters. Applications for fall quarter must be on file in the Credential Office by April 5 and for winter by September 15.

A committee will review information concerning the applicant's intellectual resources, command of fundamental skills of communication, scholarship, personality and character suited to teaching, many-sided interests, health, and relevant experiences. Detailed information concerning the criteria and the procedures for admission may be obtained in the Credentials Office.

STUDENT TEACHING

Students seeking the Multiple Subjects credential will be expected to enroll in student teaching for two consecutive quarters. Students seeking the Single Subject credential must enroll in student teaching for three consecutive quarters.

Candidates planning to engage in student teaching should keep their schedules free of other commitments during the hours of the day that the public schools are in operation.

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Students who are enrolled in a full complement of student teaching and course work are expected to limit their outside responsibilities during those quarters when they are doing their student teaching. Students under a clear hardship because of this limitation can submit a petition to the department chair, setting forth the circumstances and requesting a waiver of this requirement.

Student teaching is a major part of the candidates' program and must be planned very carefully into the upper division or graduate course work.

The normal pattern of student teaching in the Single Subject program involves an initial assignment of one quarter in a junior high school and of a complete calendar semester in a senior high school.

CURRICULAR SEQUENCE FOR CREDENTIAL CANDIDATES

There is a curricular sequence for a student to follow to fulfill the requirements for a credential at this institution. The course sequence for students wishing to receive a credential to teach in the elementary schools in California or in a multiple subjects classroom in pre-school, kindergarten, or grades 1 through 12 is as follows:

Prerequisite	Education	240	Early Field Experience in the Elementary School/or equivalent experience
Phase I	Education	311	Introduction to Teaching Multiple Subjects
	Education	423	Teaching Reading in the Elementary School I
Phase II	Education	323	Teaching Multiple Subjects I
	Education	424	Teaching Reading in the Elementary School II
	Education	441	Student Teaching I
Phase III	Education	433	Teaching Multiple Subjects II
	Education	442	Student Teaching II
	Health Sci.	320	Current Health Problems
Phase IV	Electives as necessary and desired to complete professional and credential programs.		

The course sequence students should take who are seeking a credential to teach in the secondary schools, or Single Subjects pre-school through grade 12, in California is as follows:

Prerequisite	Education	241	Early Field Experience/or equivalent experience
	Education	426	General Methods
Phase I	Education	312	Introduction to Education
	Education	426	Teaching in the Major Subject Area
	Education	446	Student Teaching I
Phase II	Education	313	The Learning Process
	Health Sci	320	Current Health Problems
	Education	447	Student Teaching II
Phase III	Education	427	Teaching Reading in the Secondary School
	Education	448	Student Teaching III
Phase IV	Electives and requirements as necessary to complete professional and credential programs.		

Before students begin a program of professional preparation for teaching they should have completed a substantial portion of the degree major and have been admitted to the program. The program is so arranged that it should be considered a package by the student. Because student groups are assigned to faculty teams, once entry has been made the student should continue without breaking the sequence. Student teaching will be arranged so that candidates will have teaching experience in a cultural setting substantially different from their own, and will work on at least two levels. If a student is pursuing a Single Subject credential, one of the student teaching assignments will cover a full calendar semester in a high school. To obtain a clear Single Subject or Multiple Subjects credential a student must develop a plan for a fifth-year program with an Education advisor.

THE MINI-CORPS

The California Migrant Teacher Assistant Program (Mini-Corps) is a special program to prepare teachers for meeting the educational needs of migrant children. Through the Mini-Corps, qualified undergraduates working toward teaching credentials can obtain

early classroom experience while serving as assistants to teachers of migrant children.

Additional information may be obtained from the CSB Mini-Corps Coordinator or the office of the Bilingual/Cross-Cultural Program Coordinator.

BILINGUAL TEACHER CORPS

The Bilingual Teacher Corps under AB 2817 is a teacher training program designed to prepare former and presently employed instructional aides for Bilingual/Bicultural instruction. Undergraduates qualified under AB 2817 can enroll in the regular Ryan Credential Program and become credentialed, with an emphasis in Bilingual Education. Additional information may be obtained from the office of the Bilingual/Cross-cultural Education Program Coordinator.

DEPARTMENT OF SPECIAL PROGRAMS

Chair: D. Cooke

Faculty: J. Acosta, D., Bridgman, G. Calhoun, R. Duquette, R. Graves, G. Hibbard, K. Ritter, R. Serrano, R. Sethi, B. Scheide, B. Walker, J. Webb, D. Woodington.

The programs and services of this department are designed to prepare teachers, administrators and counselors for degrees and specific credentials required in the State of California for service in specialist and administrative positions which require advanced preparation and special competence. These programs also provide in-service education opportunities for persons currently filling such positions and for those who wish to work toward an advanced degree.

The following specialist and services credential programs, as authorized by the Teacher Preparation and Licensing Law of 1970, have been approved by the Commission on Teacher Preparation and Licensing. Detailed current information describing the various credentials and programs may be obtained from the credentials office of the School of Education or from departmental advisors.

SPECIALIST AND SERVICES CREDENTIAL PROGRAMS

1. Specialist in Bilingual/Cross-Cultural Education
2. Specialist in Early Childhood Education
3. Specialist in Reading
4. Specialist in Special Education (Learning Handicapped)
5. Administrative Services
6. Pupil Personnel Services

Specialist credential programs are designed to provide the specialized and advanced preparation for positions in teaching and in instructional leadership which require such knowledge and specific expertise.

REQUIREMENTS for specialist instruction credentials are: (1) valid teaching credential; and (2) such specialized and professional preparation as required by the Commission on Teacher Preparation and Licensing and by the College.

The Administrative Services Credential Program authorizes service as a superintendent, associate superintendent, deputy superintendent, principal, assistant principal, supervisor, consultant, coordinator, or in an equivalent or intermediate level administrative position.

REQUIREMENTS for the Administrative Services Credential are: (1) possession of a valid teaching credential or a services credential with a specialization in pupil personnel services; (2) minimum of three years of successful full-time classroom teaching or three years of experience in the field of pupil personnel services; and (3) requirements established by the College.

The requirements for admission to and satisfactory progression through the Pupil Personnel Services Credential Program are compatible with those for the Master of Arts in Education Degree (with a concentration in Counseling and Personnel Services) although they are not identical. Students should confer with their professional advisors for details.

The services credential with a specialization in pupil personnel services authorizes the holder to perform, at all grade levels, the pupil personnel service approved by the Commission as designated on the credential.

ADVISING

All students anticipating enrollment in a specialist or services credential program should obtain a leaflet from the Office of the School of Education describing program details, admission requirements, course requirements, and enrollment procedures. A conference with the appropriate faculty advisor is required.

ADMISSION REQUIREMENTS

Before being admitted to a specialist or services credential program students must complete a formal application. Following a selection and screening process, students will be notified of formal admittance.

ADVANCED DEGREES

Students working for a specialist or administrative services credential may wish to combine this program with work toward a Master of Arts degree in Education. Those students interested in working toward such a degree should consult with faculty advisors.

GRADUATE PROGRAMS

The School of Education of CSB offers programs of studies leading to the Master of Arts degree in Education in the following areas of concentration: Early Childhood Education; Curriculum and Instruction, Elementary; Curriculum and Instruction, Secondary; Counseling and Personnel Services; Special Education, General; Educational Administration; Reading; and Bilingual/Bicultural Education. Additional concentrations will be added as approved and funded by the Office of the Chancellor.

DEGREE PROGRAMS, BASIC PATTERN

The Master of Arts degree in Education will be conferred only upon those students who complete an authorized graduate degree curriculum established by the school of Education to meet the standards required by the school. The basic pattern of all programs consists of (1) core studies (6 units), (2) professional concentration options (34 units), and (3) a terminal project, thesis, or comprehensive examination (5 units). All programs shall be based upon an irreducible minimum of forty-five (45) quarter units of graduate credit acceptable to both the School of Education and the College. Degree programs shall be planned cooperatively by the students and their advisors within the School of Education and subject to approval by the coordinator of Graduate Studies of the school.

PROGRAM CONCENTRATIONS

EARLY CHILDHOOD EDUCATION

The concentration in early childhood education is available for those individuals who have undergraduate or post-baccalaureate preparation and intend to teach in preschool or kindergarten through grade three.

The primary orientations of the concentration are toward improvement of teaching, design, and development of curricula, and the utilization of research in teaching. Appropriate concerns are methods, materials, plans, research data and procedures pertinent to early childhood education.

The specialization in early childhood education is obtainable in conjunction with the regular elementary credential, and specific provisions of the Master of Arts degree in Education.

ELEMENTARY CURRICULUM AND INSTRUCTION

Specialization in elementary curriculum and instruction is available on the master's level for those individuals who have undergraduate or post-baccalaureate preparation (including qualifications for some type of appropriate teaching credential) in pre-school, kindergarten, or elementary education.

Basic courses used to qualify for the initial elementary credential may not be included in the units applicable toward the M.A. degree, even if taken as post-baccalaureate credits or as part of a "fifth year" pattern, unless they are approved by an advisor and carry clearly identifiable graduate numbers certifiable by transcripts from accredited institutions or programs.

SECONDARY CURRICULUM AND INSTRUCTION

Concentration in secondary curriculum and instruction is available on the master's level for those individuals who have undergraduate or post-baccalaureate preparation (including qualifications for some type of appropriate teaching credential) in subject fields acceptable for instruction in grades seven (7) through twelve (12).

As with the elementary concentration, basic courses used to qualify for the initial secondary credential may not be included in the units applicable toward the M.A. degree, even if taken as post-baccalaureate credits or as part of a "fifth year" pattern, unless they are approved by an advisor and carry clearly identifiable graduate numbers certifiable by transcripts from accredited institutions or programs.

COUNSELING AND PERSONNEL SERVICES

The M.A. degree with a concentration in counseling and personnel services is obtainable through the School of Education and is primarily designed to prepare counselors to work in a variety of settings.

In addition to a required core of essential fundamental elements, elective areas enable students to individualize their programs in accordance with their particular counseling needs and goals. Students should see their advisors for details of the application procedures required for the program.

The education requirements for the State license in Marriage, Family and Child Counseling (issued by the Board of Behavioral Science Examiners) can be met with an approved series of courses within this concentration.

SPECIAL EDUCATION, GENERAL

A concentration in the M.A. degree in special education, general, must be achieved through the frame of reference of the basic concentrations in elementary or secondary curriculum and instruction. Therefore, the School offers a limited series of courses in special education to implement basic credential objectives in the study of curriculum and instruction for exceptional children.

EDUCATIONAL ADMINISTRATION

Specialization in educational administration also is available for post-baccalaureate students who have an interest in administering programs in elementary or secondary public schools.

All applicants for a graduate degree with concentration in administration also must qualify for some type of appropriate teaching credential.

Work toward the M.A. also may be closely coordinated with the Administrative Services Credential.

READING

The concentration in reading is available for post-baccalaureate students who have an interest in further refinement of their professional skills and knowledge in the area of reading, elementary or secondary. All applicants for the graduate concentration in reading must also qualify for an official teaching credential. Work toward the M.A. in Reading may be closely articulated with the Reading Specialist Credential as designed by standards of the Commission for Teacher Preparation and Licensing to meet the requirements of the Ryan Act.

BILINGUAL/BICULTURAL EDUCATION

The Master of Arts in Education with concentration in bilingual/bicultural education is designed to meet the needs of classroom teachers and students in terminal stages of their specialist credential programs who seek to improve skills in order to attain a higher level of professionalism in bilingual/cross-cultural education. The advanced degree is articulated with other programs available in the School of Education. A basic teaching credential is a prerequisite to the awarding of the degree.

INQUIRIES AND APPLICATIONS

Inquiries about graduate programs or degrees should be addressed to the coordinator of Graduate Studies. General information may be obtained from the secretary in the coordinator's office.

All applications for graduate degree programs in the School of Education are to be

obtained and submitted for review in the office of the coordinator of Graduate Studies in Education. Deadlines for submission and/or application will be announced by the Graduate Studies office of the school. Necessary forms and directions will be available upon request.

ADMISSION TO GRADUATE CURRICULA

Admission to the College as a graduate student is not automatic admission to a graduate degree program.

All persons who desire to pursue an authorized graduate curriculum in the School of Education first must apply to the Office of Admissions and Records of the College for general admission and classification. After general admission is completed, the student must contact the coordinator of Graduate Studies in the School of Education for assignment to a graduate advisor.

The Graduate Studies Committee, through the coordinator, will certify students' admission or non-admission to the degree program only after they have established the fact of their general admission to the college as post-baccalaureate or graduate students, and have planned a graduate degree program with their assigned advisors. All applicants for graduate admission, status reports, and degrees will be notified in writing of actions taken by the Graduate Studies Committee regarding individual status or degrees.

ADVISEMENT AND PLANNING OF A DEGREE PROGRAM

All graduate programs leading to the M.A. degree in Education shall be planned in consultation with an assigned graduate program advisor in the School of Education and submitted for approval in official format to the Graduate Studies office of the School of Education. No guarantee can be given that units of graduate credit earned in the School of Education or other schools of the College without approval by an official program advisor in the School of Education will be allowed toward a program of studies leading to a graduate degree. Such "unapproved" courses are taken at their own risk by the students.

Graduate program advisors will be appointed by the coordinator of Graduate Studies within the School of Education in consultation with the dean of the school.

AWARD OF DEGREE

The Master of Arts degree in Education will be awarded only upon certification to the Office of Graduate Studies that all requirements of the degree have been met and that the candidate has received approval for award of the degree from the dean of the School of Education.

GRADUATE COURSES

Specific courses for degree programs ordinarily will be selected from those in the *five hundred* and *six hundred* series. Some courses may be selected from the *four hundred* series in the various schools only upon approval of the advisor and the Graduate Studies Committee. However, the student must plan to have one-half of the total degree pattern in courses designed primarily for graduate studies. Courses at the 600 level are designed primarily for M.A. candidates and those working toward advanced credentials.

See the listing of graduate courses below.

EDUCATION COURSES

All courses in Education not otherwise designated carry five quarter units of credit.

Experiential Learning

Credit for prior work experience is available in the School of Education:

Educ. 289.	1–5 units of lower division credit
Educ. 489.	1–5 units of upper division credit

Interested students should contact the office of the school dean.

Lower Division

Education 240. Early Field Experience in the Elementary School (2)

Supervised observation and participation in an elementary school classroom. Designed to provide the prospective elementary teacher with a frame of reference for further work and study in the profession. Offered on credit, no-credit basis only.

Education 241. Early Field Experience in the Secondary School (2)

Supervised observation and participation in a junior high or secondary school classroom. Designed to provide the prospective secondary teacher with a frame of reference for further work and study in the profession. Offered on credit, no-credit basis only.

Upper Division

Education 311. Introduction to Teaching Multiple Subjects

Designed to prepare the student for student teaching. Includes psychological and social foundations, self-awareness, cultural awareness, audio-visual competency, and legal rights and responsibilities. Concurrent enrollment with Education 423 required. Prerequisite or corequisite: Education 240.

Education 312. Introduction to Education and Teaching

Introduces the student to the field of education and teaching profession. Together with the field experience, the student explores issues in the social foundations of education, curriculum and instruction, self-assessment, and other competency-based modules. Education 426 and 446 are to be taken concurrently. Prerequisite to Education 313 and 447.

Education 313. The Learning Process (4)

Relates directly to the student's beginning teaching experience and deals with the psychological foundations in the teaching-learning processes, learning theories, adolescent development, and evaluation. Should be taken in Phase II concurrently with Education 426 and 447. Prerequisite: Education 312 and 446.

Education 323. Teaching Multiple Subjects I (4)

Provides knowledge and skills for diagnosis and prescription of student needs, management and presentation skills and methods. Emphasis on language arts and mathematics curriculum and instruction. Concurrent enrollment with Education 424 and Education 441 required. Prerequisite: Education 311, Education 423, and Mathematics 320.

Education 325. Curriculum and Instruction in the Secondary School

A comprehensive course in general secondary school curriculum and methods of instruction; instructional procedures, methods, media, and materials used in teaching in secondary schools; classroom organization and management; evaluation. Prerequisite: Admission to the secondary teaching credential program.

Education 398. (formerly Education 399). Student Leadership and College Governance (3)

Includes current readings in higher education, guest speakers, parliamentary procedures and group work. Offered on credit, no credit basis.

Education 407. Introduction to Mental Retardation

This course provides an overview of the educational, psychological, sociological, and medical aspects of mental retardation. The retarded child examined in terms of characteristics and potential capabilities. Educational methodologies and related literature investigated.

Education 412. Growth and Development of Children

Advanced study in growth and development from conception through elementary school years. Contemporary research and evidence from field experiences with children in a variety of environments; examination of patterns and causes of behavior. Prerequisite: Psychology 100.

Education 413. Adolescent Growth and Development

Advanced study of the physical, social, emotional, and intellectual development of preadolescents and adolescents. Contemporary research and evidence from field experiences with children in a variety of environments; examination of patterns and causes of behavior.

IN ST 415. Infant Stimulation and Development

Interdisciplinary focus on growth and development from conception through the first two years of life. Special emphasis is given to contemporary research in physiological and motor development, socio-emotional development, cognitive development, health and nutrition, child rearing practices and infant stimulation. Prerequisite: Psychology 100 or permission of instructor.

Education 421. Audio-Visual Education (1–5)

Resource materials and techniques related to instructional theory and practice. Laboratory experience includes preparation of instructional media and equipment operation. Offered only on credit, no-credit basis.

Education 421.001. Audio-Visual Competency Laboratory (1)

An orientation to selected educational media and allied equipment. Classes designed to fulfill requirement for audio-visual competency prior to student or intern teaching. Lecture, demonstration, and laboratory. Offered only on credit, no credit basis.

Education 423. Teaching Reading in the Elementary School I (3)

Performance-based modularized instruction in teaching reading in the elementary schools. Includes the teaching of the phonics method. Concurrent enrollment with Education 311 required. Prerequisite to Education 441, Student Teaching Multiple Subjects I.

Education 424. Teaching Reading in the Elementary School II (2)

This course is a continuation of Education 423; includes methods and materials for reading instruction in the elementary schools. Seminars conducted by college reading instructors. Concurrent enrollment with Education 323 and 441 required. Prerequisite: Education 423.

Education 426. General Methods/Teaching and Resources in the Major Subject Area (2–5)

Performance-based instruction in general methods, and modularized instruction related directly to the student's teaching in his major area. Includes instructional strategies, resources, media, and procedures used in the junior high and secondary schools. Two units required in General Methods and three units in Teaching and Resources in the Major Subject Area.

General Methods must be taken before any student teaching.

* Concentrations: Education	426.001	Art
	.002	Business/Distributive Education
	.003	English
	.004	Foreign Language
	.005	Health, Physical Education
	.006	Industrial Arts
	.007	Journalism
	.008	Library Science
	.009	Mathematics
	.010	Music
	.011	Science/Mathematics
	.012	Sciences, Physical
	.013	Social Sciences, Studies
	.014	Speech and Theater
	.015	Methods of Interdisciplinary Studies
	.016	Vocational Education

Education 427. Teaching Reading in the Secondary School

Performance-based, modularized instruction. May be taken in any phase; normally taken as the student teacher is completing the final phase of the field experience.

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* Course approved for scholarship grants under the Miller-Unruh Basic Reading Act.

Education 433. Teaching Multiple Subjects II (4)

Curriculum, instructional strategies and method, and use of materials in social studies and science. Includes classroom organization, evaluation and reporting pupil progress, and an introduction to teaching physical education, art, and music. Concurrent enrollment with Education 442 required. Prerequisite: Education 323, Education 424, and Education 441.

Education 441. Student Teaching Multiple Subjects I (7)

Actual classroom experience with guidance and assistance from cooperating teacher. This includes applying teaching skills in reading, language arts, and mathematics. Scheduled during regular morning school sessions daily. Corequisite: Education 323, and Education 424. Prerequisite: Education 311 and Education 240.

Education 442. Student Teaching Multiple Subjects II (11)

Actual classroom experience with guidance and assistance from cooperating teacher. This includes applying teaching skills in all areas of the curriculum as an extension of Education 441 experiences plus social studies, science, physical education, art, and music. Scheduled during regular school sessions daily. Corequisite: Education 441, Education 323, and Education 424.

Education 446. Student Teaching I (6)

Introductory classroom teaching experience based in the junior high school with guidance and assistance from the cooperating teacher and college supervisor. Designed to promote experiences closely related to the concomitant Phase I course work. Concurrent enrollment with Education 312 and Education 426.

Education 447. Student Teaching II (6)

Actual classroom teaching experience based in a high school with guidance and assistance from the cooperating teacher and college supervisor. To satisfy the requirements for Education 447, the student must enroll in Education 448 the following quarter and complete the high school semester assignment. Concurrent enrollment with Education 313. Prerequisite: Education 446.

Education 448. Student Teaching III (6)

Actual student teaching continuing during a high school semester with guidance and assistance from the cooperating teacher and college supervisor. Concurrent enrollment with Education 427. Prerequisite: Education 447.

Education 499. Individual Study (1–5)

Admission with consent of dean, School of Education.

Graduate Courses

Since all graduate courses may not be offered every academic quarter or year, graduate students seeking specific sequences of courses to fit established programs leading to credentials or degrees should consult with their advisors to ensure efficient timing and maximum utility of courses chosen from the listings below.

Education 504. Teaching Language Arts in Spanish (Elementary)

Methods of teaching Spanish as a second language and Spanish for Spanish speakers in the elementary school. Includes techniques for teaching each of the communication skills. Prerequisite: Spanish 101 or equivalent.

Education 505. Cross-Cultural Education*

Designed to provide a comprehensive understanding of the psychological, educational and social needs of culturally different children. Includes teaching strategies for cross-cultural and multi-cultural education.

* Course approved for scholarship grants under Miller-Unruh Basic Reading Act.

Education 506. Bilingual/Bicultural Teaching Strategies

Methods and techniques for developing, implementing, and evaluating bilingual/bicultural content instruction in the elementary and secondary schools. Includes materials development, team teaching with the paraprofessional, and techniques for community involvement in a bilingual/bicultural environment.

Education 507. Education of the Emotionally Disturbed

The child with behavior disorders examined in terms of physical, social, and psychological characteristics. Educational methodologies including: psychodynamic strategy, behavior modification strategy, ecological strategy, and the psychoeducational strategy reviewed. Relevent literature pertaining to children with behavior disorders examined.

Education 508. Development and Remediation of Sensorimotor, Perceptual, and Cognitive Skills for Exceptional Children

Intensive study of the patterns of psycho-physical development and deviations of sensorimotor, perceptual, and cognitive skills of exceptional children; etiology, limited diagnosis, and remedial procedures based upon research findings; oral, graphic, and semantic systems. Required course for specialist credential.

Education 509. Mental Hygiene of Exceptional Children

Exceptional children identified as having learning disabilities, behavior disorders, and mental deficiencies examined in terms of psychological development. Primarily, the course focuses on the maximum possible potential and capabilities expected of these children.

Education 510. Measurement and Evaluation

The functions of measurement and evaluation; concepts of test theory, construction, and interpretation, including evaluation of classroom learning and study of typical tests in aptitude, achievement, interest and personality areas.

Education 511. Advanced Educational Psychology and Learning Theory

Advanced educational psychology. Recent significant contributions in research in educational psychology and learning theory.

Education 513. Introductory Seminar in Early Childhood Education

An examination of the status of early childhood education in general; optional program patterns; basic theories, research, and practice of early childhood education.

Education 514. Growth and Cognitive Development

Theories and research in socialization, development and cognition in children. Applications to instructional organization and performance of children in learning environments. Prerequisite or corequisite: Education 513.

Education 515. Administration and Supervision of Programs for Exceptional Children (3–5)

Intensive study of the organization, administration, and supervision of education programs for exceptional children: curriculum, legal relations, budgeting and financing, attendance reporting, facilities planning, referral and use of community agencies, surveying of state, local, regional, and national trends and issues.

Education 516. Foundations of American Education (3–5)

An intensive study and analysis of the interrelated cultural, philosophical, historical, and social factors which bear upon the continuing and contemporary issues in American education. The course focuses upon an integration of foundational themes and concerns that relate directly to contemporary educational problems. Prerequisite: Graduate standing or permission of the instructor.

Education 518. Development and Evaluation of Reading Approaches and Programs

An examination of reading approaches and programs commonly employed in elementary and secondary schools. Some consideration given to the diagnosis and referral of reading problems. Prerequisite or corequisite: Education 588 or 525.

Education 519. Locating and Using Professional Literature and Research in Reading

Review and analysis of specific topical research in reading in elementary and/or secondary schools. Critical examination of selected literature.

Education 520. Modern Instructional Strategies (3)

An examination of various instructional models. Theory and research in the development, selection, implementation and evaluation of instructional models such as systems approaches, individualized instruction, games and simulations.

Education 521. Speech and Language Development and Disorders (3)

Consideration of the organic and socio-psychological development of speech, language, and communication capacities and skills. Particular attention to defects and disorders. Required course for specialist credential. Prerequisite or corequisite: Education 513.

Education 522. Methods and Materials for Early Childhood Education (3)

Basic instructional modes and practices; curriculum content and development; materials and optional organizations for instruction. Prerequisite or corequisite: Education 513.

Education 523. Creative Experiences for Early Childhood Education (3)

Study with practicum in specific experiences of creative expression; examines several modes and related materials. Prerequisite or corequisite: Education 513.

Education 523.001. Parent and Community Involvement in Early Childhood Education

Discussion of various modes of parent-teacher and community interaction and involvement in the education of young children. Focus on parent-child interaction, the needs of the child in the home, school and community. Field experiences to include parent-community meetings, home visits, and individual conferences.

Education 524. Techniques and Methods of Teaching English as a Second Language

A survey of the methods and approaches for the teaching of English as a second language in the elementary and secondary schools, with emphasis on methods and activities. Lectures, discussion, observations, and demonstrations are included.

Education 525. Methods and Program Development in Reading in Secondary Schools

A study of secondary reading programs, their problems and possibilities; methods and techniques for teaching developmental reading; diagnostic materials appropriate for the senior high school level; some attention to literature for teen-agers.

Education 526. Diagnosis and Correction of Reading Problems *

Consideration of the causes of reading disabilities; observation and interview procedures; diagnostic instruments; standardized and informal tests; some materials and methods of instruction. Prerequisite or corequisite: Education 525 or 558 or consent of instructor.

Education 527. Art Education in the Elementary and Secondary School

Introduction to drawing, painting and sculpture for the public school teachers. Prerequisite: Permission of the instructor.

Education 528. Music Education in the Elementary School

The place and function of music in the elementary school curriculum. Selection, discussion, and analysis of musical materials including state texts; planning activities that enable children to develop appreciation, skills, and understanding of the music content. Prerequisite: Permission of instructor.

Education 529. Vocational Education and Training for Exceptional Children

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.

Education 530. Curriculum Theory and Development (3)

Current and traditional theories of curriculum, including general organizational patterns, course patterns, and methods of effecting curriculum change; relies upon historical models.

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* Course approved for scholarship grants under the Miller-Unruh Basic Reading Act.

Education 531. Curriculum Evaluation (3)

Procedures, materials, and problems in the evaluation of school curricula and programs. Prerequisite: Education 530 or consent of instructor.

Education 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.

Education 534. Curriculum Concepts for Secondary Science Education (3)

Special research studies and/or independent studies in science curricula of the secondary school.

Education 535. Special Problems in Science Education

Special research problems in science education including pilot studies, curriculum, methodologies, and the nature of science. (Laboratory based)

Education 536. Special Problems in Mathematics Education (3)

Instruction in mathematical concepts related to specific problems in mathematics and education; development of curricular units related to the problem under investigation. May include research problems in mathematics education, including pilot studies, curriculum methodologies, and the nature of mathematical learning. Lectures and laboratories. Prerequisite: Consent of the instructor.

Education 537. The Nature of Science and Implications for Science Teaching (3)

Designed to illustrate the relationship between the nature of science and science teaching. A specific amount of time devoted to developing understanding of the differences between scientific inquiry and inquiry as a strategy of teaching. An additional primary purpose of the course is to bring the science teacher to understand the peculiar, and perhaps unique, structures within which facts and ideas of science fit. Emphasis placed upon how this information affects methodology, curriculum, and the structure of specific courses in science. Prerequisite: preparation in science/mathematics or consent of instructor.

Education 539. Physical Education in the Elementary Schools (3)

Examination of the place and function of physical education in the elementary school curriculum; analysis of growth and development patterns; learning and motor development; instructional strategies, methodology, materials and evaluation procedures. Focuses on an understanding of the relationship of physical and motor development to the total learning experience of the child.

Education 540.001. Observation and Participation in Bilingual/Bicultural Education (2)

Field work for Bilingual/Cross-Cultural Specialist Credential candidates. Supervised experiences related to classroom teaching, with seminars and conferences as arranged. Prerequisite: Consent of instructor.

Education 540.002 Practicum in Bilingual/Bicultural Education. (3)

Advanced field work for Bilingual/Cross-Cultural Specialist Credential candidates. Supervised classroom teaching and related experiences, with seminars and conferences as arranged. Prerequisite: Education 540.001 and consent of instructor.

Education 541. Study Abroad: Comparative (1–5)

Conducted on an independent project basis to follow previous comparative studies of educational practices in foreign countries which included seminars, lectures and school visitations.

Education 542. Observation in Special Education

Three types of exceptional children are observed: educable mentally retarded (EMR), learning disabilities (LD), and emotionally disturbed (ED). This exposure provides students with an opportunity to examine characteristics, behavior, and learning problems displayed by those groups of exceptional children.

Education 542.001. Student Teaching in Special Education

Actual classroom experience with guidance and assistance from cooperating teacher and college supervisor. Offered on a credit, no-credit basis only.

Education 543. Supervision and Administration of Early Childhood Education (3)

The planning, supervision and administration of early childhood programs in local districts and private institutions. The laws and regulations governing early childhood education in California are considered. Procedures for evaluating early childhood programs in terms of the objectives of sponsoring institutions and the guidelines from regulatory agencies are included. Prerequisite: Education 513.

Education 546. Practicum in Diagnosis and Correction of Reading Problems *

Clinical and laboratory work with students with reading problems; case study and reporting; interviewing; applied methods and materials.

Education 549. Diagnosis and Remediation of Learning Problems in Mathematics

Diagnosis, analysis, and remediation procedures to assist children who have problems in learning mathematics. Involves work with children, relating applicable theories of learning and instruction to mathematics teaching and learning, diagnosing children's difficulties through the use of standardized and teacher-made tests and observations, analysis and remediation through the use of manipulative and other materials. Prerequisite: Mathematics 320 or equivalent.

Education 550. Social Studies in Elementary School

Surveys objectives and the foundation of the discipline of social studies; offers a variety of organizational and planning approaches for a program, variety of learning experiences, instructional strategies and methods, areas of skill development, means of providing for individual differences; treats the affective domain, the role of current affairs, a variety of resources available, and evaluation procedures.

Education 551. Teaching English in the Secondary Schools (3)

Examines how linguistics and language acquisition relate to the teaching of English in the secondary school. The course focuses on research and methodology related to language and language teaching.

Education 553. Language Arts in the Elementary School (3)

Methods and materials of instruction in the language arts area in the elementary school; includes writing, listening, and speaking skills.

Education 558. Methods of Reading Instruction in the Elementary School *

An examination of the theoretical background of the reading process as well as the selection, use, and evaluation of materials and methods for teaching reading as a communication process.

Education 559. Field Experiences in Reading

Experience on a school site enabling the student to assume responsibilities for developing and/or evaluating reading problems in a school situation. Prerequisites: Education 518, 519 and 526 or consent of the instructor.

Education 560. Introduction to Counseling and Personnel Services

Development and scope of counseling and student personnel services, including historical perspectives, basic philosophies and objectives, ethics, accountability, human relations, professional and personal relationships. Some laboratory experiences included.

Education 561. Organization and Administration of Student Personnel Services

Structure of student personnel services in education, including relationships, evaluation, staffing, roles, responsibilities, laws, and budget.

Education 562. Counseling Children and Adolescents

The counselor and his/her role in dealing with young people, including early childhood through adolescence; developmental tasks, learning problems, working with teachers and parents; case studies, methods, and procedures.

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* Course approved for scholarship grants under the Miller-Unruh Basic Reading Act.

Education 563. College Student Personnel Work

The study of the influence of student services upon institutions of higher education, including an analysis of each major area and its unique contribution to the development of students.

Education 564. Research in Bilingual/Bicultural Education*

An examination of the research and other published materials related to the teaching of the bicultural child.

Education 566. Introduction to Learning Disabilities

Study of deviations from normal in gross motor development and visual perception. Attention to assessment of effectiveness of teaching methods, materials, and media.

Education 568. Introduction to Education of Exceptional Children

Basic characteristics, needs, and socio-educational necessities of exceptional children. Survey of existing constraints, facilities, personnel, and curricula for the exceptional children. Recommended for both elementary and secondary teachers and administrators.

Education 569. Psychological Measurement

Measurement theory as applied to the selection and use of appraisal instruments in counseling; use of psychometric data, evaluation of tests, problems of test administration and scoring, and issues in testing, appraisal and interpretation. Prerequisite: Education 680.

Education 571. The Governance and Politics of American Education (3)

Study of the organization and administration of public school systems and the influence of governmental, political and social forces in the control and development of educational policy making.

Education 572. Legal Aspects of Education (3)

The laws of public education, examined from the point of view of implications for the profession; considers legal responsibilities and duties, powers and liabilities of teachers and administrators.

Education 573. Financing Public School Districts (3)

A systematic examination of such basic concerns as sources of public school revenues, patterns and problems of distribution, budgeting, PPBS programs, effects of technology and management and accounting. Prerequisite or corequisite: Education 571 or consent of instructor.

Education 574. Supervision of Instruction I (3)

Historical development and trends of supervision in an educational setting. Current practices and leadership behaviors necessary for the improvement of instruction, staff development, and the evaluation of teaching-learning effectiveness.

Education 575. Supervision of Instruction II (3)

Historical, philosophical, and psychological bases for curriculum decisions. The influence of social forces and subject matter on curriculum design. Leadership procedures and processes for curriculum development and for the evaluation and improvement of curriculum.

Education 576. School Personnel Administration (3)

Policy formation for personnel practices; techniques of organizing for personnel selection and evaluation; legal and theoretical aspects of the negotiation process.

Education 577.001. Theory and Problems in School Management (3)

A study of the theoretical concepts of human organizational behavior in educational institutions; the communication and planning processes involved in the management system.

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*Course approved for scholarship grants under the Miller-Unruh Basic Reading Act.

Education 579. School-Community Relations (3)

The influence of the formal and informal structures of communications systems in communities; the nature of communities and the contributions of cultures.

Education 580. Research in Elementary Science Education (3)

Examination of researches on processes in elementary science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: consent of instructor.

Education 581. Research in Secondary Science Education (3)

Examination of researches on processes in junior and senior high school science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: consent of instructor.

Education 582. Research Seminar in Early Childhood Education (3)

A topical consideration of researches in early childhood education related to program patterns, curricula, growth and development, methods, materials and evaluation of learning. Prerequisites: Education 513, 514, 522 or consent of instructor.

Education 583. Research in Secondary English Education (3)

Examination of researches in secondary English education, special problems and topics, methods and evaluation. Prerequisite: consent of the instructor.

Education 585. Children's Literature

Analysis of selected works of literature suitable for children, with attention to standards of selection and methods of use as teaching materials.

Education 586. Adolescent Literature

Analysis and evaluation of selected works of literature which are suitable for adolescents. Some attention to standards of selection and methods of teaching.

Education 587. Human Relations in Educational Management (3)

Stresses the understanding and development of human relations skills in management, with special emphasis on the facilitative skills of relating personally and within a group, conflict resolution, and responsible confrontation.

Education 588. Education of the Socially Disadvantaged *

A sociological-psychological survey of the disadvantaged and their relations with the schools. Analysis of inherent problems: motivation, communication, English as a second language.

Education 589. Educational Anthropology*

A study of American education from a cultural perspective. The application of anthropological theories and methodologies to the study of education.

Education 591. Problems in Early Childhood Education and Elementary Education (1-5)

Repeatable wth different topics. In-depth study of various areas in early childhood and elementary education.

Education 592. Problems in Secondary Education (1-5)

Repeatable with different topics. In-depth study of various areas of secondary education.

Education 594. Workshops in In-Service Education (1-5)

Repeatable with different topics. Special programs in in-service education.

Education 596. Special Topics in Secondary English Education (3)

Special investigation into specific problems in language arts education in secondary schools.

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* Course approved for scholarship grants under Miller-Unruh Basic Reading Act.

Education 598. Linguistics and Reading (3)

An examination of the structure sources and dialects of the English language, including cultural differences and reading. Consideration given to the cues and miscues found in the reading process.

Education 599. Seminar in Reading (3)

Consideration of the nature of the discipline. Integration of materials and ideas from other courses. Relation of the reading process to the needs of the student. Prerequisite: Education 559 or consent of the instructor.

Education 604. Special Topics in Education

Varying and repeatable special topics in elementary, junior high, and secondary education. Special investigations into specific areas and problems.

Education 610. Philosophical Foundations of Education (3)

Examination of selected current philosophies of education, their histories and applications to contemporary educative processes.

Education 611. Sociological Foundations of Education (3)

Applications of insights derived from the social sciences to principles and practices of education. Prerequisite: Education 410.

Education 612. Historical Foundations of Education (3)

Detailed study of the history of the major trends, forces and patterns in education.

Education 615. Comparative Education (3)

Education patterns of various countries, their problems and trends as part of the cultural settings.

Education 616. The Community College (3)

Origins of the community college; philosophy and objectives; roles and functions; curriculum development and organization; and relationships to other segments of education.

Education 620. Individualization of Instruction and Assessment of Exceptional Children

Reinforcement theory, programs, and techniques applied to problems of exceptional children. Clinical-prescriptive teaching and management in "field" classroom settings with behavior control and individualization of methods and materials. Required course for specialist credential.

Education 621. Counseling Exceptional Children and Their Parents

Exceptional children manifest serious emotional and psychological problems in addition to expected academic, social, and behavior problems. This course is designed to focus on problems other than academics. It will include procedures for assisting parents who are frequently in need of counseling in dealing with the problems of their children.

Education 626. Resource Specialist: Managerial Role

Problems of serving individuals with exceptional needs in regular school programs. Emphasis on the managerial skills of consultation, in-service training of regular and special education staffs, and coordination of services for pupils with exceptional needs. Prerequisites: Learning Handicapped Credential from CSB or competency certification, and Education 515.

Education 627. Resource Specialist: Practicum

Each candidate is required to select one emphasis area as a specialization for intense study. The practicum project activity is developed as a component of the emphasis area, and the candidate must plan, implement, and evaluate the project for satisfactory completion of the practicum. Prerequisite: Education 626.

Education 630. Curriculum and Instruction for Exceptional Children

Review of historical and contemporary curricula, with emphasis on problems, principles, and materials for curriculum development for groups of particular interest. This course is required for the Specialist Credential in Special Education.

Education 635. Curriculum Development for Bilingual/Bicultural Education

Guided curriculum development for Bilingual/Bicultural Education; includes a review of curriculum development principles and provision for the application of those principles to the development and adaptation of bilingual/bicultural curriculum materials for use in elementary and secondary classrooms.

Education 636. Seminar in Bilingual/Bicultural Education

A review of topics, including current research, trends, issues, programs and other problems related to Bilingual/Bicultural Education. Topics will vary from quarter to quarter. Approval of the instructor required.

Education 644. Early Childhood Education Field Experience (6)

Laboratory and field experiences with children in different environments: studies of behavior via modes of observation and research projects; methods and procedures.

Education 660. Career Counseling

Theories of career and vocational development; psychological and sociological aspects of work; sources and use of occupational and educational information; concepts of counseling for career development.

Education 661. Group Counseling

Principles of group dynamics and the group process as applied to counseling; concern for interpersonal group relationships. Includes laboratory experience. Prerequisites: Educ. 560, 662, 668, and final acceptance in CPS program.

Education 662. Counseling Theories and Techniques (6)

Basic concepts and techniques; theoretical foundations, including their practical application to the conduct of counseling; development of a personal counseling philosophy; ethics, viewpoints and evaluation of outcomes. Includes laboratory experience. Prerequisite: Educ. 560, 668, and final acceptance in CPS program.

Education 663. Advanced Counseling Theories and Techniques

A continuation of Education 662. The study and analysis of various advanced theories and techniques, including research into the counseling process and evaluation of counseling effectiveness. Prerequisite: Educ. 662.

Education 665. Family Counseling

Analysis of current practices and review of research in marriage and family counseling. Includes comparisons of theoretical positions. Demonstrations and laboratory experience included. Prerequisite: Education 668.

Education 666. Research Seminar in Counseling and Personnel Services

Analysis of current publications and review of research in counseling and personnel services.

Education 667. Special Problems in Counseling

A review and analysis of specific topical areas in counseling, including a critical examination of research related to each area. May be repeated with different topics. Approval of instructor required.

Education 668. Counseling Skills I (3)

Theory and practice of interpersonal relations, with emphasis on understanding and acceptance of self and others, basic communication skills, and dynamics of interaction. Grading is on a non-optional credit no-credit basis. Prerequisite: Education 560.

Education 668.001. Counseling Skills II

This course is designed for students desiring additional counseling skills training. Grading is on a non-optional credit, no-credit basis. Prerequisite: Education 668 and consent of instructor.

Education 669. Practicum in Counseling I (2–5)

Supervised experience in counseling persons in a variety of settings. Emphasis upon establishing good interpersonal relationships with individuals and groups, self-understanding, and understanding of psychodynamics and measurement techniques as used in counseling. May be repeated for credit; see Education 669.002 Grading is on a non-optional credit, no-credit basis. Prerequisite: Education 560, 662, 668, retention status in CPS program, and prior approval of the instructor.

Education 669.002. Practicum in Counseling II

Designed for students needing additional practicum experience. Grading is on a non-optional credit, no-credit basis. Prerequisite: Education 669 or 693, and prior approval of instructor.

Education 672. Self-Development of Exceptional Children

Historical and theoretical review of self-psychology, with stress on self-development, self-terminology, and self-assessment of exceptional children.

Education 680. Research Design and Analysis in Education (6)

Consideration of alternate designs for descriptive and inferential studies in education; analytic methods applied to findings and conclusions. Prerequisite: conditional graduate standing in Education.

Education 682. Directed Research in Early Childhood Education (3)

Review and comparative analysis of proposed designs for field studies in early childhood education leading to thesis or project. Prerequisite: Mathematics 140 (elementary statistics) and Education 680 or consent of instructor.

Education 683. Research in Elementary Curriculum and Instruction (3)

Review and analysis of specific, topical researches in elementary curriculum and instruction; critical examination of selected literatures. Prerequisites: admission to conditional graduate standing in Education.

Education 684. Research in Secondary Curriculum and Instruction (3)

Review and individual study of topical researches in secondary curriculum and instruction. Critical examination of selected literatures. Prerequisites: admission to conditional graduate standing in Education.

Education 685. Research in Community College Curriculum and Instruction (3)

Review and analysis of specific, topical researches in community college curriculum and instruction; critical assessment of selected literatures. Prerequisites: admission to conditional graduate standing in Education and Education 325 or equivalent.

Education 687. Research in Physical Education (3)

Review and analysis of specific, topical researches in physical education; critical consideration of selected literatures. Prerequisites: admission to conditional graduate standing in the School of Education and Physical Education 452 or consent of instructor.

Education 688. Research in Special Education (3)

Review and analysis of specific, topical researches in special education; critical analysis of selected literatures. Prerequisite: admission to conditional graduate standing in the School of Education.

Education 690. Master's Thesis in Education (2–5)

A carefully designed review of the research literature and findings of a selected field of interest in education leading to a novel synthesis of original insights as contributions to graduate scholarship. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a Terminal Activity Committee (TAC*).

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* TAC-Terminal Activity Committee. Such committees consist of three faculty members and must be approved by the Graduate Studies Committee of the School through the Coordinator of Graduate Studies. (See your graduate advisor for specifics.)

Education 691. Master's Project in Education (2–5)

Design and implementation with a written report of a field research, internship, or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalents. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of Terminal Activity Committee.*

Education 692. Master's Examination in Education (2–5)

Study and examination in depth of a specific area of concentration in Education; form of the examination to be determined by a TAC.* Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a TAC*.

Education 693. Master's Project: Counseling Practicum (2–5)

This practicum is the terminal activity for the Masters' Degree in Education with concentration in Counseling and Personnel Services. See description of course under Education 669.

Education 694.700. Field Work and Project in Administration I (3)

Directed field work in administration of schools. Includes supervised project, assigned readings, and written reports. Prerequisites: Education 574, 575, 576, 578, and consent of the instructor.

Education 694.701. Terminal Examination in Educational Administration (2)

An examination in depth of educational administration. Prerequisites: Successful completion of 30 quarter units in the concentration and core requirements, and Education 694.700, approved petition for advancement to candidacy, and the appointment of a Terminal Activity Committee.

Education 699. Individual Study in Graduate Education (1–5)

Admission with consent of the coordinator of Graduate Studies, School of Education.

PHYSICAL EDUCATION DEPARTMENT

Chair: J. Sage
Faculty: N. Bailey, T. Condon, C. Craig, G. Friedman, L. Sacchini, J. Seay, P. Wennihan, J. Whitley.

The purpose of the Bachelor of Science degree in Physical Education is to develop and impart to students in an integrated, orderly and logical sequence, a fundamental understanding of individuals as they engage in physical activity. The body of knowledge covered by courses in the major, which require prerequisite courses in the traditional academic fields, is designed to provide students with tools to analyze physical performance and sport from a number of different viewpoints: biological, mechanical, historical, social, etc. While the general approach to study in these areas emphasizes the utilization of theoretical principles and scientific information, practical application is stressed.

Students who complete the major will be prepared for teaching and coaching positions in the public schools. Anyone interested in a public school position should consult with an advisor during the first quarter of the junior year concerning teaching credential requirements.

REQUIREMENTS FOR THE MAJOR

Students interested in majoring in Physical Education should obtain general information about the program early in their lower division career. After declaring a major in Physical Education, they should meet with their advisor to plan a course of study.

1. The following courses will be required:

Physical Education 200	Perspectives in Physical Education
* Physical Education 211	Techniques in Teaching Physical Education Series (4 courses required)
Physical Education 300	Motor Learning
Physical Education 310	Measurement and Evaluation
Physical Education 312	Advanced Techniques in Teaching Education
Physical Education 330	History of Sport
Physical Education 380	Supervised Teaching of Physical Education
Physical Education 391	Preparation for Competency Examination
Physical Education 401	Kinesiology
Physical Education 470	Administration of Physical Education and Athletic Programs
Physical Education 490	Senior Seminar in Physical Education

* Four courses from the 211 series will be required.

2. Fifteen or more units from the following courses:

Physical Education 315	Aquatics
Physical Education 335	Introduction to Recreation
Physical Education 340	Community Recreation
Physical Education 350	Coaching Series
Physical Education 362	Sports Officiating
Physical Education 370	Advanced Coaching Series
Physical Education 390	Prevention and Treatment of Athletic Injuries
Physical Education 404	Physiology of Exercise
Physical Education 405	Motor Development
Physical Education 410	Movement Education
Physical Education 420	Sport Sociology
Physical Education 430	Women in Sport
Physical Education 440	Recreational Leadership
Physical Education 450	Recreational Programming, Management of Areas and Facilities
Physical Education 480	Sport Psychology

REQUIREMENTS FOR THE MINOR

The minimum requirement for the minor in Physical Education is 20 units. This must include Physical Education 200 and a combination of upper division course work acceptable to the Physical Education Department.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Physical Education has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Physical Education has been approved for a CSB graduate in Physical Education.

COURSES

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

Experiential Learning

Credit for prior work experience is available in the Department of Physical Education:

Physical Education 289. 1–5 units of lower division credit.
Physical Education 489. 1–5 units of upper division credit

Interested students should contact the office of the department chair.

Lower Division

Physical Education 200. Perspectives in Physical Education (3)

An introduction and orientation to the field of physical education in terms of professional and career opportunities. A consideration of the major theories, ideas and issues (contemporary and historical) that have influenced the direction of the field. Lecture, discussion and observation.

Physical Education 211. Techniques of Teaching Physical Education Series (2)

A focus of the skill acquisition, from 8 selected activities, necessary for competent teaching of physical education activity classes. Two meetings per week, plus additional 2 hours per week field activity time.

Physical Education 250. Intercollegiate Sports (1)

Daily instruction in intercollegiate activities. May be repeated according to season. Field trips required. Five meetings per week. Field trips required. Prerequisite: Permission of the instructor.

Physical Education 252. Topics in Physical Education (1–5)

Variable subject matter dealing with selected facets of physical education. May be repeated for different course credit. Discussion and a terminal project.

Upper Division

Physical Education 300. Motor Learning (3)

A study of selected factors that influence the acquisition and retention of fine and gross motor skills, with emphasis on the role of motor and sensory systems. Lecture and discussion.

Physical Education 310. Measurement and Evaluation (3)

Introduction to measurement and evaluation procedures used in physical education. Theory and analysis of the construction, administration, and evaluation of measurement instruments used in physical education. Emphasis on learning to evaluate objectives, program outcomes, and student achievements.

Physical Education 312. Advanced Techniques of Teaching Physical Education (3)

Advanced instruction in and practice of teaching competencies. Additional emphasis placed on teaching strategies. One and one-half hours of lecture, three hours of activity under supervision. Prerequisite: Completion of four 211 series (total 8 units) in selected

activities; and completion of competency examination.

Physical Education 315. Aquatics (2)

Content designed to familiarize students with techniques and safety practices in life saving, skin and scuba diving, small boating, and synchronized swimming. One hour of lecture, two hours of activity.

Physical Education 330. History of Sport (3)

Examination of the relationship between historical pattern and change and the status, relevancy and acceptance of sport, with emphasis on Western tradition. Lecture and discussion.

Physical Education 335. Introduction to Recreation

An orientation to the field of recreation and leisure services, including an overview of the history and development of the recreation profession.

Physical Education 340. Community Recreation

An examination of the history and social determinants of the recreation movement in the United States. Lecture, discussion and observation.

Physical Education 350. Coaching Series (2)

Selected study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis on practice and event preparation, individual and team fundamentals, offensive and defensive techniques, strategies, motivation, training and conditioning, and program administration and evaluation. Lecture, discussion, and participation.

Physical Education 351. Theory and Practice of Coaching Baseball
Physical Education 352. Theory and Practice of Coaching Basketball
Physical Education 353. Theory and Practice of Coaching Football
Physical Education 354. Theory and Practice of Coaching Tennis
Physical Education 355. Theory and Practice of Coaching Track
Physical Education 356. Theory and Practice of Coaching Volleyball
Physical Education 357. Theory and Practice of Coaching Wrestling
Physical Education 358. Theory and Practice of Coaching Field Sports for Women
Physical Education 359. Theory and Practice of Coaching Golf

Physical Education 362. Sports Officiating (2)

Theory and practice of officiating sports in programs in the schools. Lecture, demonstration, and practice leading to certification or local rating. Modules of instruction selected from the following: basketball, volleyball, softball/baseball.

Physical Education 370. Advanced Coaching Series (2–5)

Advanced study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis on practice and event preparation, individual and team fundamentals, offensive and defensive techniques, strategies, motivation, training and conditioning, and program administration and evaluation. Lecture, discussion, and participation. Prerequisite: Permission of instructor.

Physical Education 371. Advanced Coaching Techniques in Baseball
Physical Education 372. Advanced Coaching Techniques in Basketball
Physical Education 373. Advanced Coaching Techniques in Football
Physical Education 374. Advanced Coaching Techniques in Tennis
Physical Education 375. Advanced Coaching Techniques in Track
Physical Education 376. Advanced Coaching Techniques in Volleyball
Physical Education 377. Advanced Coaching Techniques in Wrestling
Physical Education 378. Advanced Coaching Techniques in Field Sports for Women

Physical Education 380. Supervised Teaching of Physical Education (2)

Practical supervised experience in teaching college physical education activity classes. Emphasis is placed on class management and lesson plan development.

Physical Education 390. Prevention and Treatment of Athletic Injuries (3)

An examination of the theoretical background of the prevention, care, and rehabilitation of athletic injuries and other sport-related pathological conditions. Also studied are the practical skills involved in taping, first aid, and rehabilitation techniques.

Physical Education 391. Preparation for Competency Examination (3)

Designed to fulfill individual student needs with regard to the meeting of competency prerequisites for student teaching. Emphasis is placed on those areas of sport, skill, and teaching not covered by the major courses.

Physical Education 401. Kinesiology (3)

The study and application of physical structure and muscular movements in various physical education activities. Description and application of certain anatomical concepts and physical laws to joint and muscular action. Lectures, discussions, and observations. Prerequisite: Biology 250, Human Anatomy.

Physical Education 403. Adapted Physical Education

A study of physically handicapped children who require specialized physical education and rehabilitation. Lecture, discussion and observation.

Physical Education 404. Physiology of Exercise

A study of human physiological adaptation during exercise. Lecture and discussion.

Physical Education 405. Motor Development

A study of the relationship between physical growth, motor development and motor performance of individuals from infancy through adolescence, with emphasis on age and sex differences. Lecture and discussion.

Physical Education 410. Movement Education

A study of growth and development, large muscle activity, movement exploration, rhythms and self-testing as they relate to the total learning of the elementary school child. Emphasis is placed on the preparation of teacher candidates for instruction in movement education.

Physical Education 420. Sport Sociology

A study of the relation of play, sport and physical activity to social process, function and structure, through the use of sociological concepts. Lecture and discussion.

Physical Education 430. Women in Sport

A multidisciplinary analysis of the problems, patterns, and processes associated with the sport involvement of women in our culture. Reflects changing trends in education and society, including current legislation and feminist ideas. Students of both sexes are welcome to participate.

Physical Education 440. Recreational Leadership

An examination of the theoretical and philosophical basis for leadership, leadership roles, social dynamics, and participation in recreation activities, planning, implementing, financing, staffing, supervising, and evaluating organized systems of recreation.

Physical Education 450. Recreational Programming, Management of Areas and Facilities

A study of basic principles and practices in organization, supervision, promotion, and evaluation of various types of recreation programs, including methods and materials used in planning and conducting organized recreation programs in public and private agencies.

Physical Education 470. Administration of Physical Education and Athletic Programs (3)

Topics include curriculum, facilities, budget, personnel selection and problems, evaluation, scheduling, legal questions, intramurals, recreation and related items in secondary school programs. Prerequisite: Major or minor in Physical Education or permission of the instructor.

Physical Education 480. Sport Psychology

Perception, motivation and emotion in relation to physical activities. Personality types and activity selection; relationships and interactions between coaches and players. The psychology of competition. Lectures and discussions.

Physical Education 490. Senior Seminar in Physical Education (6)

A terminal integrating course dealing with the nature of the discipline with particular emphasis on the relationship between physical education and the student's minor field of study. Prerequisite: Senior major or permission of the instructor.

Physical Education 499. Individual Study (1–5)

Admission with consent of the department chair and the dean of the School of Education. Discussion and a terminal project.

In addition the Physical Education Department offers a variety of physical education activity courses (150 series) on a credit/no credit basis to all students.

COLLEGE COUNCIL OFFICERS

1978–79

Chair, College Council ..... Jacquelyn A. Kegley
Ph.D., Columbia University

Secretary, College Council ..... Oliver A. Rink
Ph.D., University of Southern California

FACULTY AND STAFF OFFICERS

1978–79

Acting Chair, Faculty Forum ..... Nancy Bailey
Ed.D., University of Southern Carolina

Director, Center for Professional Development ..... Jill Wilson
Ph.D., Michigan State University

Chair, Staff Council (fall and winter) ..... Phil Brown

Chair, Staff Council (spring) ..... Joan Lewis

Secretary, Staff Council ..... Kaye Bozanich

Treasurer, Staff Council ..... Janet Martin

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FACULTY DIRECTORY

1978–79

ACOSTA, John (1977) ..... Lecturer in Education
B.A., Colorado State College; M.A., California State University, Fresno

AHMADI, Mohammad (1974) ..... Associate Professor of Management Science
B.S., Mississippi State University; M.B.A., Nicholls State University; Ph.D., North Texas State University

ALLEN, Mary J. (1972) ..... Associate Professor of Psychology
A.B., Ph.D., University of California, Berkeley

AYARS, William B. (1972) ..... Acting Chair (fall and winter 1978–79) and Associate Professor of Marketing
B.S., State University of New York; M.B.A., Oregon State University; Ph.D., Purdue University

BAILEY, Nancy (1974) ..... Assistant Professor of Physical Education
B.A., State University of Iowa; M.A., University of Missouri; Ed.D., University of North Carolina

BARNES, Jim D. (1972) ..... Chair and Professor of Marketing (on leave fall and winter, 1978–79)
B.S., M.B.A., California State University, Fresno; Ph.D., University of Oregon

BETTY, L. Stafford (1972) ..... Associate Professor of Religious Studies
B.S., Spring Hill College; M.A., University of Detroit; M.A., Ph.D., Fordham University

BILAS, Richard A. (1970) ..... Chair and E.C. Reid Professor of Economics and Acting Director, Center for Economic Education
A.B., Duke University; Ph.D., University of Virginia

BLUME, F. Duane (1972) ..... Professor of Biology
A.B., Wabash College; Ph.D., University of California, Berkeley

BOSTICK, Edgar J. (1977) ..... Lecturer in Accounting (winter and spring)
B.S., University of California, Berkeley; CPA, California

BOWSER, Robert D. (1974) ..... Assistant Professor of Mathematics
B.S., M.S., Ph.D., Kansas State University

BRIDGMAN, Donald C. (1970) ..... Professor of Education
A.B., Chapman College; M.S., Ed.D., University of Southern California

BUTTRICK, Don F. (1970) ..... Associate Professor of History
A.B., M.A., Ph.D., University of California, Berkeley

CALHOUN, George Jr. (1973) ..... Associate Professor of Education
B.A., M.A., Eastern Michigan University; Ph.D., University of Michigan

CARTWRIGHT, Michael P. (1970) ..... Chair of English and Communication Studies and Associate Professor of English
B.A., M.A., Ph.D., University of Nebraska

CARVAJAL, Rudy (1972) ..... Director of Athletics
B.A., M.A., University of California, Berkeley

CHANEY, Homer C., Jr. (1970) ..... Professor of History (on leave 1978–79)
B.A., Colgate University; M.A., Pennsylvania State University; Ph.D., University of Pennsylvania

CLARK, S. Eugene (1972) ..... Associate Professor of Political Science (on leave winter and spring, 1979)
B.A., Colgate University; M.A., Pennsylvania State University; Ph.D., University of Pennsylvania

CLEMENTS, Christy (1977) ..... Assistant Librarian, Reference

B.A., California State University, Sacramento; M.L.S., University of Southern California

COASH, John R. (1970) ..... Dean, School of Arts and Sciences, and Professor of Earth Sciences

A.B., Colorado College; M.A., University of Colorado; Ph.D., Yale University

COHEN, David C. (1973) ..... Associate Professor of Psychology

B.A., Yale University; M.A., Ph.D., Harvard University

COHN, Kim C. (1972) ..... Associate Professor of Chemistry

B.S., Queens College; M.S., Ph.D., University of Michigan

COOK, Nancy L. (1972) ..... Chair and Professor of Nursing

B.S., M.A., Ph.D., University of Minnesota

COOKE, E. David (1971) ..... Chair of Special Programs and Professor of Education

A.B., M.A., Ed.D., University of California, Los Angeles

CONDON, Terry M. (1978) ..... Coaching Specialist for Women's Volleyball

B.S., University of California, Los Angeles

CORRAL, Helia M. (1974) ..... Assistant Professor of Spanish

B.A., M.A., San Diego State University; Ph.D., University of Southern California

CRAIG, Charles (1972) ..... Head Coach of Track and Field and Lecturer in Physical Education

B.A., California State University, Fresno

DETWILER, Daniel P. (1970) ..... Chair of Physics/Earth Sciences, Professor of Physics, and Director of the Center for the California Well Repository

B.A., Swarthmore College; M.S., Ph.D., Yale University

DIETIKER, K. Edward (1972) ..... Professor of Psychology (on leave 1978–79)

B.A., Oberlin College; B.D., Chicago Theological Seminary; M.A., University of Chicago Divinity School; Ph.D., University of Chicago; Licensed Clinical Psychologist, California

DOLKART, Ronald H. (1973) ..... Chair and Associate Professor of History

B.A., University of California, Los Angeles; M.A., University of California, Berkeley; Ph.D., University of California, Los Angeles

DULL, Roy R. (1970) ..... Dean of Graduate and Extended Studies and Professor of Public Administration

B.A., University of California, Riverside; M.B.A., Stanford University; Ph.D., Claremont Graduate School

DUNN, Viola Jean (1970) ..... Senior Assistant Librarian, Documents and Reference

B.Mus.Ed., University of Montana; M.A., San Jose State University

DUQUETTE, Raymond (1972) ..... Professor of Education and Co-Director, Reading Study Skills Center

B.S., Massachusetts State College; M.S., University of Bridgeport; Ph.D., Arizona State University

DUTTON, Melvyn L. (1971) ..... Associate Professor of Chemistry

B.A., University of California, Riverside; M.S., San Diego State College; Ph.D., University of California, Irvine

EDGETTE, Charles J. (1974) ..... Lecturer in Accounting

B.B.A., Doctor of Commercial Science, St. John's University

EDWARDS, Nathan A. (1970) ..... Professor Emeritus of Education

B.S., Iowa State University; M.S., Drake University; Ph.D., University of Iowa; Licensed Psychologist, California

ERB, Emerson C. (1972) ..... Professor of Accounting and Coordinator, CSB Institute of Accounting

B.S., M.B.A., D.B.A., Indiana University; CPA, Indiana

EVANS, Mark O. (1978) ..... Assistant Professor of Economics and Finance
B.A., New Mexico State University; Ph.D., University of New Mexico

FALERO, Frank, Jr. (1972) ..... Professor of Economics and Finance
B.A., University of South Florida; M.S., Ph.D., Florida State University

FANG, Fabian T. (1970) ..... Professor of Chemistry
B.S., National Central University, China; M.S., Ph.D., University of Illinois

FETTER, Dean R. (1977) ..... Assistant Professor of Political Science
B.A., M.A., Ph.D., University of California, Riverside

FLACHMANN, Kim (1978) ..... Lecturer in English
B.A., Washington University; M.A., M.F.A., University of Oregon

FLACHMANN, Michael (1972) ..... Associate Professor of English
(on leave winter and spring, 1979)
B.A., University of the South; M.A., University of Virginia; Ph.D., University of Chicago

FLEMING, Barbara H. (1978) ..... Lecturer in Nursing (fall, 1978)
B.A., B.S.N., University of Wisconsin; M.S.N., University of California, Los Angeles

FLEMING, Kathryn L. (1973) ..... Associate Professor of Nursing
B.S., M.S., California State University, Fresno

FLETCHER, Robert G. (1971) ..... Chair and Professor of Finance
B.A., Willamette University; M.A., Ph.D., University of California, Los Angeles

FRANKEL, Jacob P. (1974) ..... President and Professor of Physics
B.S., M.S., University of California, Berkeley; Ph.D., University of California, Los Angeles

FRIEDMAN, Gloria (1978) .. Coach of Women's Tennis and Assistant Athletic Director
B.A., University of California, Santa Barbara; M.A., California State College, Bakersfield

GEIGLE, Ray A. (1970) ..... Chair and Professsor of Political Science
B.S., University of Utah; M.A., Ph.D., University of Washington

GEORGE, James H. (1970) ..... Provost, Academic Village
and Associate Professor of History
B.A., Westminster College; Ph.D., University of Wisconsin, Madison

GILLELAND, Martha J. (1972) ..... Chair and Professor of Chemistry
B.S., Louisiana Polytechnic Institute; Ph.D., Louisiana State University

GOLDSMITH, Jack (1978) ..... Professor of Public Administration
B.A., M.A., University of California, Berkeley; Ph.D., University of California, Los Angeles

GRAHAM, Hugh F. (1970) ..... Professor of History
B.A., M.A., University of Toronto; A.M., Princeton University; Ph.D., University of Southern California

GRANSKOG, Jane E. (1974) ..... Associate Professor of Anthropology
B.S., Michigan State University, East Lansing; Ph.D., University of Texas

GRAVES, Richard D. (1970) ..... Audio-Visual Coordinator
and Professor of Education
A.B., M.A., San Jose State University; D.Ed., University of California, Los Angeles

GRAVES, Richard W. (1972) ..... Professor of Public Administration
B.B.A., M.B.A., University of Texas; D.B.A., Indiana University

GREEN, Donald C. (1971) ..... Associate Professor of English
(on leave fall and winter, 1978–79)
B.A., Carleton College; M.A., Miami University; Ph.D., University of Wisconsin

GREENE, Alan C. (1971) ..... Professor of Physics
B.S., Northeastern University; Ph.D., Brown University

GREENE, Bonita (1978) ..... Lecturer in English
B.A., M.A., California State College, Bakersfield

GREGO, Peter (1978) ..... Associate Professor of Theatre
B.F.A., M.F.A., Carnegie-Mellon University

HANSON, William Byrd (1971) ..... Associate Professor of Sociology
B.A., Marietta College; M.A., Ph.D., Brown University

HARDY, John W. (1970) ..... Professor of Mathematics
B.S., M.S., Ph.D., Stanford University

HARRIE, Jeanne (1976) ..... Assistant Professor of History
B.A., Seattle University; M.A., Ph.D., University of California, Riverside

HARTLEP, Karen L. (1976) ..... Assistant Professor of Psychology
B.A., Dickinson College; M.A., Ph.D., University of New Hampshire

HEIVLY, Michael (1975) ..... Assistant Professor of Art
B.A., Lycoming College; M.F.A., University of Colorado

HIBBARD, George B. (1970) ..... Dean of Students and Professor of Education
B.A., M.A., Ed.D., Michigan State University

HINDS, David S. (1970) ..... Professor of Biology
B.A., Pomona College; M.S., Ph.D., University of Arizona

HORTON, James C. (1970) ..... Professor of Biology
B.Sc., Ph.D., University of Wisconsin, Madison

HUGHES, Joan D. (1970) ..... Professor Emeritus of Education
A.B., San Jose State University; M.A., Stanford University; Ed.D., University of California, Berkeley

IYASERE, Marla M. (1974) ..... Assistant Professor of English
B.A., Wells College; M.A., Ph.D., State University of New York, Binghamton

IYASERE, Solomon O. (1972) ..... Professor of English
B.A., M.Sc., State University of New York College, New Paltz; Ph.D., State University of New York, Binghamton

JONES, Bruce W. (1973) ..... Associate Professor of Religious Studies
B.A., Amherst College; B.D., Union Theological Seminary; Ph.D., Graduate Theological Union, University of California, Berkeley

JONES, Daniel J. (1970) ..... Professor of Earth Sciences (on leave winter 1979)
B.S., M.S., University of Oklahoma; Ph.D., University of Chicago

JUHASZ, Joanne M. (1972) ..... Professor of Nursing
B.S.N., St. Louis University; M.S.N., Catholic University of America

JULIAN, Joseph (1978) .... Chair of Sociology/Anthropology and Professor of Sociology
B.A., San Francisco State University; M.A., Ph.D., University of Washington

KEET, James C. (1970) ..... Associate Professor of English
B.A., University of Virginia; M.A., Ph.D., Northwestern University

KEGLEY, Charles W. (1970) ..... Chair of Philosophy/Religious Studies and Professor of Philosophy
A.B., Northwestern University; B.D., Chicago (Lutheran) Theological Seminary; M.A., Ph.D., Northwestern University

KEGLEY, Jacquelyn A. (1973) ..... Associate Professor of Philosophy
B.A., Allegheny College; M.A., Rice University; Ph.D., Columbia University

KELLENBERGER, Lonnie R. (1971) ..... Professor of Education and Director of Elementary Teacher Education
B.S., Southern Oregon College; M.Ed., D.Ed., University of Oregon

KERZIE, Ted L. (1976) ..... Assistant Professor of Art

B.A., Washington State University; M.F.A., Claremont Graduate School

KESSLER, Gary E. (1970) ..... Professor of Philosophy and Religious Studies

B.A., Luther College; B.D., Luther Theological Seminary; Ph.D., Columbia University-Union Theological Seminary

KETTERL, George W. (1970) ..... Associate Professor of Art

B.S., Moorhead State College; M.F.A., Claremont Graduate School

KIRKLAND, Janice (1970) ..... Senior Assistant Librarian, Catalog and Periodicals

A.B., M.L.S., University of California, Berkeley; M.A., University of California, Los Angeles

KLEINSASSER, Jerome (1972) ..... Associate Professor of Music

B.S., M.A., Ph.D., University of Minnesota

KOCH, Stephen C. (1976) ..... Lecturer in English and Communication Studies

B.A., M.A., University of Iowa

KOSAKOWSKI, David C. (1977) ..... Assistant Librarian, Reference

B.A., Siena College; M.A., M.L.S., State University of New York, Albany

LARKA, Robert (1978) ..... Associate Professor of English and Communications

B.S., University of Wisconsin; M.A., Marquette University; Ph.D., Ohio University

LASKOWSKI, Edward A. (1971) ..... Professor of Earth Sciences

B.S., Union College, New York; M.S., Rensselaer Polytechnic Institute; Ph.D., University of California, Los Angeles

LASSETER, Victor K. (1970) ..... Associate Professor of English

B.A., Washington and Lee University; M.A., Florida State University; Ph.D., Harvard University

LEAPLEY, Peggy (1976) ..... Assistant Professor of Nursing

B.S., Indiana University; M.P.H., University of Michigan

LEBSACK, Donald E. (1975) ..... Lecturer in Physics (fall, 1978)

B.S., M.S., University of Nevada; Ph.D., Washington State University

LOVALLO, Lee (1976) ..... Lecturer in Music

B.A., State University of New York, Albany, M.A., State University of New York, Buffalo

LOZANO, Carlos (1970) ..... Professor of Spanish

B.A., Ph.D., University of California, Berkeley

MANNING, John C. (1971) ..... Professor and Program Chair for Earth Sciences

B.S., University of Idaho; Ph.D., Stanford University

MAROTTA, Catina (1978) ..... Lecturer in Psychology

B.A., New York University; Ph.D., Long Island University

MATRAY, James I. (1978) ..... Lecturer in History

B.A., Lake Forest College; M.A., Ph.D., University of Virginia

McCALL, Charles H. (1970) ..... E. C. Reid Professor of Political Science

A.B., A.M., Indiana University; Ph.D., Yale University

McKINNEY, Scott G. (1977) ..... Acting Assistant Professor of Economics

B.A., Middlebury College

McMILLIN, J. Daniel (1972) ..... Associate Professor of Sociology

B.A., M.A., Washington State University; Ph.D., Southern Illinois University

McNAMARA, John J. (1978) ..... Professor of Marketing

B.E., M.A., University of Iowa; Ph.D., Purdue University

MEHLING, Gordon R. (1974) ..... Chair of Fine Arts and

Associate Professor of Music

Ed.B., University of Alberta, Canada; M.M., Michigan State University; Ph.D., Michigan State University

MENEFEE, John A. (1974) ..... Associate Professor of Economics and Director of Center for Economic Education (on leave, 1978–79)

B.A., Austin College; M.A., North Texas State University; M.A., Ph.D., Duke University

MICHALS, Bernard E. (1970) ..... Professor of Science Education and Biology

A.B., M.A., Colorado State College; Ed.D., Stanford University

MILLER, Carl E. (1970) ..... Chair of Teacher Education, Professor of Education, and Director of Reading Study Skills Center

B.S., Anderson College; M.A., Eastern New Mexico University; Ed.D., Texas Tech University

MITCHELL, Richard G. (1978) ..... Lecturer in Economics

B.A., California State University, Los Angeles; M.A., Ph.D., University of Southern California

MOE, L. Maynard (1976) ..... Assistant Professor of Biology

B.A., M.A., California State University, Fresno; Ph.D., University of California, Berkeley

MOODY, R. Dale (1970) ..... Professor of Education, Coodinator of Master Degree Programs in Education, and Director of Secondary Teacher Education (on leave winter and spring, 1979)

B.A., Southwestern College, Kansas; M.A., Colorado State College; Ph.D., Stanford University

MUROV, Steven L. (1978) ..... Lecturer in Chemistry

B.S., Harvey Mudd College; Ph.D., University of Chicago

MURPHY, Ted D. (1972) ..... Professor of Biology and Director of Environmental Studies Area

A.B., M.A., Ph.D., Duke University

NEMERGUT, Ruth (1977) ..... Lecturer in Health Sciences

B.S., University of Bridgeport, Connecticut; M.S., Arizona State University

NOEL, Richard C. (1971) ..... Associate Professor of Psychology

B.A., University of Portland; M.A., Ph.D., University of Colorado

OST, David H. (1971) ..... Chair and Professor of Biology and Director of the Center for Environmental Studies

B.A., Augsburg College; M.A., University of Michigan; Ph.D., University of Iowa

PAAP, Warren R. (1971) ..... Associate Professor of Sociology

B.S., M.S., University of Wisconsin, Milwaukee; Ph.D., University of Missouri

PAQUETTE, Mary G. (1970) ..... Chair of Foreign Languages and Associate Professor of French

B.A., M.A., Ph.D., University of California, Santa Barbara

PASSEL, Anne W. (1970) ..... Professor of English

B.A., Mt. Holyoke College; M.A., Ph.D., University of the Pacific

PATENAUDE, Robert (1972) ..... Assistant Professor of Mathematics

B.A., Humboldt State College; M.A., Syracuse University; Ph.D., California Institute of Technology

PRIGGE, Norman K. (1973) ..... Assistant Professor of Philosophy

B.A., M.A., Ph.D., University of California, Santa Barbara

PURCELL, Harold I. (1971) ..... Chair and Professor of Accounting

B.A., University of Arizona; M.S., San Diego State University; M.B.A., Golden Gate University; D.B.A., University of Southern California; CPA, California

RAMONDINO, Salvatore (1972) ..... Associate Professor of Spanish and French

B.A., City University of New York; M.A., Ph.D., Columbia University

RENNIE, Michael W. (1978) ..... Lecturer in Mathematics

B.A., San Jose State University; Ph.D., Washington State University

RICE, Philip M. (1977) ..... Vice President and Professor of History

C.M., New England Conservatory; C.D.A., Yale University; A.B., Pomona College; A.M., Ph.D., The University of North Carolina; LH.D., Claremont Graduate School

RINALDUCCI, Esther (1971) ..... Professor Emeritus of Nursing

R.N., B.S., M.S., University of Pennsylvania

RINK, Oliver A. (1975) ..... Assistant Professor of History

A.B., M.A., Ph.D., University of Southern California

RITTER, John E., Jr. (1976) ..... Lecturer in Education

B.S., St. Benedict's College; M.S., Kansas State Teachers College; Ed.D., University of New Mexico

RITTER, Kathleen Y. (1974) ..... Associate Professor of Education

B.A., University of Utah; M.S., Ed.S., Kansas State Teachers College; Ph.D., University of New Mexico

ROBARCHEK, Clayton A. (1977) ..... Lecturer in Anthropology

B.A., University of Nebraska; Ph.D., University of California, Riverside

ROBERTS, Sharon K. (1974) ..... Assistant Professor of Health Sciences

B.A., San Jose State University; M.T. (A.S.C.P.) S.B.B.; M.A., Central Michigan University

ROGERS, Thomas (1978) ..... Medical Director, Medical Technology Program

B.S., University of California, Davis; M.D., University of California, San Francisco

ROSS, James L. (1972) ..... Associate Professor of Sociology (on leave winter and spring, 1978–79)

B.S., M.A., University of Georgia; Ph.D., Ohio State University

ROUSE, David L. (1974) ..... Assistant Professor of Philosophy

B.A., University of Kentucky; M. Div., Lexington Theological Seminary; M.A., Ph.D., Vanderbilt University

RUDD, Howard F. (1973) ..... Professor of Management

B.S., M.B.A., Syracuse University; D.B.A., Texas Technological University

RUOSS, Meryl (1974) ..... Chair and Professor of Public Administration

B.A., Gannon College; M.Div., Union Theological Seminary; M.P.A., Ph.D., University of Southern California

SACCHINI, Leroy G. (1976) ..... Assistant Coach of Basketball

B.S., University of Nevada

SAGE, John N. (1972) ..... Chair and Professor of Physical Education

B.A., M.A., Ed.D., University of California, Los Angeles

SASAKI, Edwin H. (1972) ..... Chair and Professor of Psychology

B.A., Willamette University; Ph.D., Stanford University

SASTRI, M.I. (1972) ..... Assistant Librarian, Assistant to the Director (fall, 1978)

B.A., M.A., Andhra University, Waltair, India; Ph.D., Western Reserve University

SCHEIDE, Benton F. (1970) ..... Director of Libraries and Professor of Education

B.A., M.A., University of Denver; Ph.D., Case Western Reserve University

SEAY, Joe (1972) ..... Head Coach of Wrestling and Lecturer in Physical Education

B.S., M.S., Kansas State University

SECOR, Kenneth E. (1970) ..... Dean for Administration and Professor of Mathematics

B.S., M.S., Eng.D., University of California, Berkeley; Registered Civil Engineer in California

SEGESTA, James E. (1970) ..... Librarian, Head of Reference Service

B.A., University of Michigan; M.S., M.A., University of Southern California

SELTZER, Allan L. (1971) ..... Associate Professor of Psychology (on leave fall and winter, 1978–79)

B.A., Ph.D., University of Chicago

SERRANO, Rodolfo G. (1974) ..... Professor of Education

B.A., San Jose State University; M.A., University of the Pacific; Ph.D., University of Arizona

SETHI, Renuka R. (1973) ..... Associate Professor of Education

B.A., Nagpur University; B.Ed., University of Delhi; M.Ed., Smith College; Ph.D., Oregon State University

SHUSTER, Louis J. (1970) ..... Professor of Management

A.B., California State University, Sacramento; M.B.A., D.B.A., University of Washington

SILVERMAN, Philip (1971) ..... Professor of Anthropology

B.A., University of Oklahoma; Ph.D., Cornell University

SMITH, E. Paul (1976) ..... Associate Professor of Public Administration and Health Care Management

B.A., Loyola University of Los Angeles; M.P.A., University of Southern California

SMITH, Marion B. (1972) ..... Professor of Mathematics

B.S., M.S., Louisiana State University; Ph.D., University of North Carolina

SMITH, Richard F. (1977) ..... Lecturer in Mathematics

B.A., M.A., Ph.D., University of California, Santa Barbara

SOMOZA, Oscar U. (1977) ..... Lecturer in Spanish

B.A., M.A., Ph.D., University of Arizona, Tucson

SPENCER, David G. (1970) ..... Professor of English

A.B., M.A., Ph.D., University of California, Berkeley

SPENCER, Jeffry B. (1973) ..... Professor of English

A.B., University of California, Berkeley; M.A., DePaul University; Ph.D., Northwestern University

SPRY, Betty J. (1979) ..... Lecturer in Nursing

R.N., Toledo University and St. Lukes Hospital, Ohio; B.A., B.S., California State University, Los Angeles; M.S.N., University of California, Los Angeles

STANLEY, Gerald (1973) ..... Associate Professor of History

B.A., California State University, Chico; M.A., Ph.D., University of Arizona

STILLMAN, Richard J., II (1972) ..... Professor of Public Administration (on leave fall, 1978)

A.B., Harvard University; M.P.A., Ph.D., The Maxwell School, Syracuse University

STOCKTON, Richard (1973) ..... Associate Professor of English

B.A., Harvard University; M.A., Ph.D., Princeton University

STRUNKA, Joseph V. (1974) ..... Assistant Professor of Education

B.S., Western Illinois University; M.S., Eastern Illinois University; Ph.D., University of Nebraska

SULLIVAN, John J. (1979) ..... Associate Professor of Management

B.S., M.B.A., University of Florida

SUTER, Steven E. (1970) ..... Associate Professor of Psychology

B.S., Bethany College; M.A., Bowling Green State University; Ph.D., Johns Hopkins University

SWANK, Marilyn D. (1976) ..... Lecturer in Education
B.S., M.S., Purdue University; D.Ed., Brigham Young University

TAYLOR, Laird E. (1973) ..... Chair and Professor of Mathematics
B.A., Harvard University; M.S., Ph.D., Stanford University

TRAVIS, Russell E. (1971) ..... Associate Professor of Sociology (on leave 1978–79)
B.S., Rider College; M.A., San Diego State University; Ph.D., University of Texas

VIGEN, James W. (1971) ..... Chair of Management and Operations Analysis and Professor of Management Science
B.S., M.S., Colorado State University; Ph.D., Ohio State University

WAKE, William H. (1970) ..... Professor of Earth Sciences
A.B., Stanford University; A.M., Teachers College, Columbia University; Ph.D., University of California, Los Angeles

WALKER, Marguerite L. (1970) ..... Professor of Art
B.A., Western Washington College; M.A., Ph.D., University of Washington

WALKER, R. Bruce (1978) ..... Assistant Professor of Education
A.B., Western Kentucky University; M.S.Ed., Old Dominion University; Ed.D., University of Virginia

WALLACE, Richard S. (1976) ..... Dean, School of Business and Public Administration and Professor of Finance
A.B., Wofford College; Ph.D., University of Virginia

WALLACE, Shirley H. (1978) ..... Lecturer in Nursing
R.N., San Bernardino Valley College; B.S., California State University, Los Angeles; M.N., University of California School of Nursing; Ph.D., Claremont Graduate School

WATTS, Thomas M. (1970) ..... Professor of Political Science
A.B., Albion College; M.A., Ph.D., Indiana University

WEBB, Janie Rae (1974) ..... Assistant Professor of Education
B.S., California State Polytechnic College, San Luis Obispo; M.A., Ph.D., University of Texas

WEBB, Leland F. (1971) ..... Professor of Mathematics and Education
B.A., University of California, Santa Barbara; M.A., California Polytechnic State University, San Luis Obispo; Ph.D., The University of Texas at Austin

WEBSTER, John A. (1974) ..... Chair and Professor of Criminology
B.S., Michigan State University; M.S., University of Southern California; Ph.D., University of California, Berkeley

WEINHEIMER, Edward A. (1978) ..... Lecturer in Biology
B.S., Ph.D., University of Georgia

WENNIHAN, Patrick R. (1974) ..... Head Coach of Basketball and Assistant to the Director of Athletics
B.A., M.A., California State University, Hayward

WEST, Lorraine W. (1970) ..... Professor Emeritus of Education
B.A., Fresno State College; M.A., Stanford University

WHITLEY, Jim D. (1971) ..... Dean, School of Education, and Professor of Physical Education
A.B., M.A., Ed.D., University of California, Berkeley

WIDGER, Julia R. (1978) ..... Lecturer in Nursing
B.S., California State University, Fresno; M.S., University of California, San Francisco

WILSON, Jill (1973) ..... Associate Professor of Education and Director, Center for Professional Development
B.A., M.A., University of Michigan; Ph.D. Michigan State University

WOBBE, Roberta R. (1979) ..... Assistant Professor of Nursing
B.S., DePaul University, Chicago; M.S., Ph.D., The University of Texas at Austin

WOOD, Forrest G. (1970) ..... Professor of History
A.B., M.A., California State University, Sacramento; Ph.D., University of California, Berkeley

WOOD, Glenn L. (1976) ..... Professor of Finance
B.S., Arizona State University; Ph.D., Wharton School of Finance and Commerce, University of Pennsylvania

WOODINGTON, Donald D. (1978) ..... Associate Professor of Education
B.S., University of Wisconsin; M.A., Ed.D., University of California, Berkeley

YEAROUT, Betty P. (1972) ..... Chair and Professor of Health Sciences and Program Director for Medical Technology
B.S., Kansas State University; M.T. (A.S.C.P.); M.S., University of Missouri

ZIMMERMAN, Howard C. (1970) ..... Professor of Education
A.B., Northwest Nazarene College; M.A., D.Ed., University of Oregon

CLINICAL FACULTY
1978–79

ABLIN, George, M.D., Clinical Professor of Health Sciences and Nursing (Neurological Surgery)

AHUJA, Shyam, Ph.D., Clinical Assistant Professor of Psychology

ANDERSON, Joseph E., Jr., M.D., Clinical Professor of Health Sciences and Nursing (Internal Medicine)

ANHALT, James E., Jr., M.D., Clinical Professor of Health Sciences and Nursing (Pathology)

ARBEGAST, Neil R., M.D., Clinical Professor of Health Sciences and Nursing (Thoracic and Cardiovascular)

ARDELL, David, M.D., Clinical Professor of Health Sciences and Nursing (General Practice)

BARNARD, James F., M.D., Clinical Associate Professor of Health Sciences (General Surgery)

BARRY, LARRY, Clinical Instructor of Psychology

BENEDICT, J. Frank, M.D., Clinical Professor of Health Sciences and Nursing (Anesthesiology)

BENTZ, Claude M., Ph.D., Clinical Associate Professor of Psychology

BICK, Rodger L., M.D., Clinical Associate Professor of Nursing and Health Sciences (Hematology)

BIRD, David, Ph.D., Clinical Associate Professor of Psychology

BRAND, S. Lynn, Clinical Instructor of Health Sciences (Medical Technology)

BROUSE, Kenneth, M.Div., Th.M., D.M.N., Clinical Assistant Professor of Psychology

BURNETT, R. W., M.D., Clinical Professor of Health Sciences and Nursing (General/Internal Medicine)

BURKE, Roger, Clinical Instructor of Health Sciences (Medical Technology)

CALL, J. Larry, Clinical Assistant Professor of Nursing

CAMARA, David, Clinical Instructor of Psychology

CAMIRAND, Patricia A., Clinical Assistant Professor of Nursing

CARTER, Rheta, Clinical Instructor of Health Sciences (Medical Technology)

CATO, Linda, Clinical Instructor of Psychology

CAWLEY, John J., M.D., Clinical Professor of Health Sciences and Nursing (Orthopedic Surgery)

CHARNOCK, Paula, Clinical Instructor of Health Sciences (Medical Technology)

CLAR, Philip N., Ph.D., Clinical Associate Professor of Psychology

CLAVREUL, Genevieve, Clinical Assistant Professor of Nursing

CLYMORE, Gary, Clinical Instructor of Health Sciences (Medical Technology)

COFF, Larry, Ph.D., Clinical Assistant Professor of Psychology

EINSTEIN, Hans, M.D., Clinical Professor of Nursing (Internal Medicine)

EVANS, David J., M.D., Clinical Professor of Health Sciences and Nursing (Diseases and Surgery of the Eye)

FERENCE, Virginia, Clinical Instructor of Health Sciences (Medical Technology)

FERGUSON, June, Clinical Instructor of Psychology

FINBERG, Kurt R., M.D., Clinical Assistant Professor of Nursing (Obstetrics and Gynecology)

FLOVICK, Janice S., Clinical Instructor of Health Sciences (Medical Technology)

FREEDMAN, Harold, M.D., Clinical Associate Professor of Health Sciences and Nursing (Physical Medicine and Rehabilitation)

GEER, Barbara J., Clinical Instructor of Health Sciences (Medical Technology)

GILLIN, Lloyd I., M.D., Clinical Associate Professor of Health Sciences and Nursing (Radiation Therapy)

GRIFFITH, Mary, Clinical Instructor of Health Sciences (Medical Technology)

GUNDER, Marjorie, Clinical Instructor of Health Sciences (Medical Technology)

HAIG, Owen G., M.D., Clinical Professor of Health Sciences and Nursing (Nephrology-Hemodialysis Kidney-Hypertensive Diseases)

HARKSEN, Nancy L., Clinical Instructor of Health Sciences (Medical Technology)

IZENSTARK, Joseph, M.D., Clinical Professor of Health Sciences (Radiology-Nuclear Medicine)

JOHNSON, Evelyn, Clinical Assistant Professor of Nursing

KARNES, Fenton R., M.S., Th.M., Clinical Assistant Professor of Psychology

KELLY, Sue, Clinical Assistant Professor of Nursing

KOSEWICK, Sigmund A., M.D., Clinical Professor of Nursing and Health Sciences (Psychiatry)

LAHIRI, Sunil R., M.D., Clinical Associate Professor of Health Sciences (Oncology)

LARWOOD, Thomas R., M.D., Clinical Professor of Health Sciences and Nursing (Internal Medicine)

LUNDGREN, Kathe, Ed.D., Clinical Assistant Professor of Psychology

MACK, Robert, Ph.D., Clinical Assistant Professor of Psychology

MATTESICH, Robert, Clinical Instructor of Psychology

MATYCHOWIAK, F.A., M.D., Clinical Professor of Health Sciences and Nursing (Psychiatry)

McCALLUM, Clay, Clinical Instructor of Health Sciences (Medical Technology)

McCULLOUGH, Rita, Ph.D., Clinical Assistant Professor of Psychology

MEEHAN, Marjorie, Clinical Assistant Professor of Nursing

MELTON, Joe, Clinical Instructor of Psychology

MESHKINPOUR, Hooshang, M.D., Clinical Assistant Professor of Nursing (Gastroenterology)

MITCHELL, Roger, Ph.D., Clinical Assistant Professor of Psychology

MORTENSEN, Edmond A., M.S.W., Clinical Assistant Professor of Psychology

MOSSER, Robert S., M.D., Clinical Professor of Nursing and Health Sciences (Internal Medicine)

OLMSTEAD, Marguerite, Clinical Associate Professor of Nursing

OXFORD, Hugh, L.S.C.W., A.C.S.W., Clinical Assistant Professor of Psychology

PAULSEN, George A., M.D., Clinical Professor of Health Sciences and Nursing (Thoracic Surgery)

PINEDA, Gregorio S., M.D., Clinical Assistant Professor of Nursing (Pediatric Neurology)

RALLS, Pat, Clinical Assistant Professor of Nursing

ROGERS, Thomas, M.D., Medical Director, Medical Technology Program, CSB and Clinical Professor of Health Sciences (Pathology)

ROTONDO, Eve Lena, Clinical Instructor of Health Sciences (Medical Technology)

SANDERSON, J. Wesley, Ph.D., Clinical Associate Professor of Psychology

SCHMALHORST, William, M.D., Clinical Professor of Health Sciences (Pathology)

SCOTT, Guy, Ph.D., Clinical Associate Professor of Psychology

SHAW, Judy, Clinical Instructor of Health Sciences (Medical Technology)

SHEFFEL, D. J., M.D., Clinical Professor of Nursing (Orthopedic Surgery)

SHELDON, Robert W., M.D., Clinical Professor of Nursing (Ear, Nose, and Throat)

SHUBERT, Neal A., Clinical Instructor of Health Sciences (Medical Technology)

SMALE, Leroy E., M.D., Clinical Professor of Health Sciences and Nursing (Obstetrics and Gynecology)

SMITH, Bruce, Clinical Instructor of Health Sciences (Medical Technology)

SMITH, Ronald K., Clinical Instructor of Health Sciences (Medical Technology)
SMITH, Ruth E., Ph.D., Clinical Assistant Professor of Psychology
SUEN, Vitus Foo-Tung, M.D., Clinical Assistant Professor of Nursing (Pediatrics)
TAPLAN, Geraldine, M.D., Clinical Assistant Professor of Nursing (Cardiology)
THORNER, Juliet, M.D., Clinical Professor of Nursing (Diseases of Children and Adolescents)
THORNTON, Margaret J., Clinical Instructor of Health Sciences (Medical Technology)
VIGIL, Frank J., M.D., Clinical Associate Professor of Health Sciences (Pathology)
VOELKERS, Gerald J., M.D., Clinical Professor of Health Sciences and Nursing (Neurological Surgery)
WHITMORE, Sue A., Clinical Instructor of Health Sciences (Medical Technology)
WILLIAMS, Don, Clinical Instructor of Health Sciences (Microbiology)
WILLIAMS, Robert R., M.D., Clinical Associate Professor of Health Sciences (Pathology)
WINTERS, Barry A., Clinical Instructor of Health Sciences (Medical Technology)
WRIGHT, Rogers, Ph.D., Clinical Assistant Professor of Psychology
WU, Marion, Clinical Instructor of Health Sciences (Medical Technology)
WYBEL, Robert E., M.D., Clinical Associate Professor of Health Sciences (Pathology)

ADJUNCT FACULTY

1978–79

ADAMS, Jean M. ..... Adjunct Lecturer in Nursing
B.S.N., University of Wisconsin, Madison; M.S.N., Fresno State University

ANDERSON, Carol ..... Adjunct Lecturer in English
B.A., Fresno State College; M.A., California State College, Bakersfield

ARNOLD, T. Murray ..... Adjunct Lecturer in English
B.A., M.A., California State University, Fresno

BAUMANN, Eleen A. ..... Adjunct Lecturer in Sociology
B.A., Vassar College; M.A., University of Southern California

BEAM, Mariam ..... Adjunct Lecturer in German
B.A., Ohio State University

BELL, Bruce ..... Adjunct Lecturer in Philosophy
B.S., Ohio State University; M.A., University of Pittsburgh

BIDDLE, John C. ..... Director of Institutional Studies and Adjunct Professor of Mathematics
B.S., M.A.T., D.Ed., Indiana University

BLANTON, Kelly ..... Adjunct Lecturer in Education
B.A., San Francisco State; M.A., Fresno State College; Ed.D., University of Southern California

BOONE, Christopher R. ..... Adjunct Lecturer in Health Sciences
B.S., California State College, Bakersfield; M.T. (A.S.C.P.)

BORDAGARAY, Dominique ..... Adjunct Lecturer in English
B.A., M.A., California State College, Bakersfield

BREGOR, Paul ..... Adjunct Lecturer in Music
B.M., M.M.Ed., Boston University

BROWN, Terrence W. ..... Adjunct Lecturer in Psychology
B.A., M.A., California State University, Long Beach; Ph.D., University of Michigan

BRYAN, Diane L. ..... Adjunct Lecturer in Music and Music Studio Instructional Faculty
B.A., University of California, Los Angeles; M.M., Manhattan School of Music

BULLARD, Edna ..... Adjunct Lecturer in Education
A.B., University of California, Los Angeles; M.S., University of Southern California

BURNETT, Christopher C. ..... Adjunct Lecturer in Fine Arts
B.A., Fresno State University

BUTLER, William R. ..... Adjunct Lecturer in Accounting
B.S., M.B.A., University of Utah

BUTT, Margaret ..... Adjunct Lecturer in Education
B.A., M.S., California State University, Fullerton

CASPARY, Ursula ..... Adjunct Lecturer in Education and Village Studies
B.A., Immaculate Heart College, Los Angeles; M.A., Lone Mountain College, San Francisco

CLARK, Dorothy ..... Music Studio Instructional Faculty

CLARK, Michal C. ..... Adjunct Lecturer in Education
B.A., University of California, Los Angeles; Ph.D., Stanford University

CLAVREUL, Genevieve ..... Adjunct Lecturer in Nursing
R.N., Ecole d'Infirmiere Croix-Rouge Francaise, Paris, France; L.P.N., Northeast Kansas Area Voc-Tech Kansas; B.A., M.Ed., Columbus College, Georgia

COLE, Robin Rainey ..... Adjunct Lecturer in English
B.A., University of California, Santa Barbara; M.A., California State College, Bakersfield

COMSTOCK, Nancy ..... Adjunct Lecturer in Education
B.A., California State University, Fresno; M.A., California State College, Bakersfield

COONS, Robert A. ..... Coaching Specialist in Physical Education
B.S., Miami University; M.S.T., Cornell University

CROWLEY, Edward H. ..... Adjunct Lecturer in Public Administration
B.A., M.P.A., San Jose State University

DAVIS, Diane ..... Adjunct Lecturer in Dance
B.S., University of Maryland; M.F.A., Women's College of U.N.C.; L.A.M.C., University of London, England

DE LA ROSA, Maria Guadalupe Castro ..... Adjunct Lecturer in Dance
A.C., Instituto Mexicano-Norteamericano de Michoacan; Diploma, Institute Michoacano de Arte Popular, Morelia, Michoacan

DENZLER, David R. ..... Adjunct Lecturer in Management
B.S., M.B.A., Ph.D., Washington University

ECKHARDT, John W. ..... Adjunct Lecturer in Education
B.A., University of California, Santa Barbara; M.A., Ed.D., University of Southern California

ETUE, Ann ..... Adjunct Lecturer in Nursing
R.N., St. Mary's School of Nursing, Conestoga College, Kitchener, Ontario, Canada

FEKETE, Frank J. ..... Adjunct Lecturer in Public Administration
A.B., Rutgers University; J.D., Harvard Law School

FRICK, Edith P. ..... Adjunct Lecturer in Agribusiness
A.B., University of North Carolina at Greensboro

GOLDBERG, Maria L. ..... Adjunct Lecturer in Biology
B.A., M.S., University of Pacific

GOODBLATT, Pincus L. ..... Adjunct Lecturer in Religious Studies
B.S., Columbia University; M.A., John Carroll University, Cleveland, Ohio; Ph.D., U.C.L.A.

GRAGG, Ellie ..... Dance Studio Instructional Faculty
B.A., California State College, Bakersfield

GREEN, Carl Thomas ..... Adjunct Lecturer in Marketing
B.S., San Diego State University; M.S., California State College, Bakersfield

GUNNER, Gregg J. ..... Adjunct Lecturer in Health Sciences
B.A., University of California, Santa Barbara; Pharm.D., University of Pacific

HALPERN, E. Annette ..... Adjunct Lecturer in Biology
B.A., M.S., Ph.D., University of Arizona

HASKINS, Katherine ..... Adjunct Lecturer in Psychology
B.A., California State College, Bakersfield

HENDRICKSON, Diane L. ..... Adjunct Lecturer in Psychology
B.S., M.S., Southern Illinois University

JOHNSON, Susan Bain ..... Adjunct Lecturer in Philosophy
B.A., California State College, Bakersfield

JOHNSTON, Craig ..... Adjunct Lecturer in Village Studies—Guitar
B.A., University of California, Santa Barbara

KARNES, Fenton ..... Adjunct Lecturer in Psychology
B.A., Bob Jones University; M.S., University of Southern California; Th.M., American Baptist Seminar of West

KEETER, Larry ..... Adjunct Lecturer in Education

B.A., California State University, Chico; M.A., California State College, Bakersfield; M.A., California State University, Chico

KERLEY, Lamar J. ..... Dance Studio Instructional Faculty

KLEIN, Ruth L. ..... Adjunct Lecturer in Village Studies/Special Education
M.S., California State College, Bakersfield

KNIGHT, Louise ..... Music Studio Instructional Faculty
B.Mus.Ed., M.Mus., University of Oklahoma

KNOX, Kristen ..... Adjunct Lecturer in Health Sciences
B.S., University of Wisconsin

KOENIG, Neil N. ..... Adjunct Lecturer in Psychology
B.A., University of Wisconsin, Madison; M.Div., Union Theological Seminary, Columbia University; Ph.D., California School of Professional Psychology

KOERLIN, Daniel W. ..... Adjunct Lecturer in Public Administration
B.S., M.S., California State College, Bakersfield

LINDSEY, Brenda Lee ..... Adjunct Lecturer in Education
B.A., Whittier College; M.A., California State College, Bakersfield

LONGCRIER, Carl W. ..... Adjunct Lecturer in Accounting
B.S., California State College, Bakersfield; CPA, California

LYMAN, Margaret Richardson ..... Adjunct Lecturer in Education
B.A., San Diego State University

McKINNEY, Judith ..... Adjunct Lecturer in Economics
A.B., Middlebury College; A.B.D., Indiana University

MEEHAN, Marjorie M. ..... Adjunct Lecturer in Nursing
R.N., Hurley Hospital School of Nursing, Flint, Michigan; B.S., Adelphi University; M.S., California State University, Hayward

MILLER, Ronald L. ..... Adjunct Lecturer in Finance
B.A., University of California, Berkeley; M.S., California State College, Bakersfield

MITCHELL, Roger M. ..... Adjunct Lecturer in Psychology
B.A., University of California, Davis; M.A., Ph.D., Duquesne University

MOATS, Duane ..... Adjunct Lecturer in Accounting
B.S., University of Virginia; M.S., California State College, Bakersfield

MONTALVO, Homer ..... Adjunct Assistant Professor of Behavioral Sciences
B.A., M.A., Fresno State University; Ed.D., University of Southern California

MORGAN, Larry ..... Coaching Assistant in Physical Education
B.A., California Polytechnic State University, San Luis Obispo

NEAL, Michael A. ..... Adjunct Lecturer in Accounting
B.S., California State College, Bakersfield; CPA, California

NEWMAN, Nancy ..... Adjunct Lecturer in Marketing
B.A., Political Science, UCLA; M.B.A., California State College, Bakersfield

ORR, Deborah M. ..... Adjunct Lecturer in Marketing
B.S., M.B.A., California State College, Bakersfield

PATTON, Gregory ..... Coach of Men's Tennis
B.A., University of California, Santa Barbara

PENNINGROTH, Barbara A. ..... Adjunct Lecturer in Nursing
B.S., California State University; M.A., California State College, Bakersfield

PENNINGROTH, Phil ..... Adjunct Lecturer in English
B.A., Simpson College; M.A., University of Guam

PULSKAMP, Brenda B. ..... Adjunct Lecturer in Nursing
B.S.N., College of Mount St. Joseph, Ohio

QUINTELLA, Robert G. ..... Adjunct Lecturer in Physical Education
B.A., M.A., California State University, Sacramento

REID, Bertha "Dusty" ..... Adjunct Lecturer in Marketing
B.S., California State College, Bakersfield

REYNOLDS, Susan L. ..... Adjunct Lecturer in Education
B.A., California State University, Long Beach; M.A., California State College, Bakersfield

ROBARCHEK, Carole ..... Adjunct Lecturer in Anthropology
B.S., University of California, Riverside

ROSE, Margaret E. ..... Adjunct Lecturer in History
B.A., University of New Mexico; M.A., University of California, Los Angeles

SCHMITZ, Vincent H. ..... Adjunct Lecturer in Health Sciences
B.A., University of California, Santa Barbara; M.B.A., California State University, Sacramento

SERRANO, Greta ..... Adjunct Lecturer, External Degree Program in Nursing (fall, 1978)
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